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**ADA PARATRANSIT ELIGIBILITY  
HANDBOOK**



**PROJECT ACTION  
NATIONAL EASTER SEAL SOCIETY**

**KRW INCORPORATED**

**1995**





# **ADA PARATRANSIT ELIGIBILITY HANDBOOK**



**PROJECT ACTION  
NATIONAL EASTER SEAL SOCIETY**

**KRW INCORPORATED**

"Assistance derived from the Federal Transit Act, as amended, through a Cooperation Agreement with the U.S. Department of Transportation, Federal Transit Administration and Project ACTION of the National Easter Seal Society."





# HANDBOOK

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Final Report





## **CHAPTER 1**

### **INTRODUCTION**

#### **OVERVIEW**

The purpose of the handbook is to provide a model process for determining ADA paratransit eligibility that will assist transit providers in making accurate determinations for a high percentage of applicants. With the participation of team members representing major disability organizations and the cooperation of regionally diverse small, medium and large transit providers, the project team responsible for developing this manual has sought to develop guidelines that will bring objectivity, uniformity, and continuity to the eligibility certification process. Chapter 3 presents a methodology which relates functional capabilities to specific impairments for individuals with visual, mobility, or cognitive disabilities.

This handbook has been developed under a contract from the National Easter Seal Society's Project ACTION and was funded by the Federal Transit Administration. In addition to direct participation by the American Foundation for the Blind, The Arc, and the Cleveland Clinic Foundation, the team received valuable input at key stages of the project from a steering committee with broad representation by both the disability community and the transit industry.

This methodology for determining ADA paratransit eligibility is centered around the concept of the trip segment. The analysis has focused on the comparison of the visual, mobility, and cognitive skills individuals with major types of disabilities can perform with the skills required to negotiate the barriers encountered in specific trip segments. The results of the analysis have been used to develop a set of discrete matrices which define eligibility for most major types of disabilities. Further, because the handbook documents each of the potential accessibility barriers in the environment, it can also serve as a blueprint for transit providers assessing the accessibility of their facilities, vehicles and systems for ADA compliance.

#### **PURPOSE AND OBJECTIVES**

The objectives for this project and the handbook were straightforward. The primary goal was to strengthen the capability of ADA paratransit providers to make eligibility determinations for persons with a variety of disabilities by developing and disseminating guidelines or methodologies that can be used in making these determinations. To achieve this goal, it was necessary to accomplish the following tasks:

- Define disability groups and functional classifications
- Define trip segments and accessibility elements
- Define functions required by disability type to travel each trip segment and to negotiate each element

- Define skills required by disability to travel each trip segment
- Develop draft guidelines for functions, by disability, for each trip segment, and skills required, by disability, for each trip segment
- Field test the draft guidelines
- Develop prototype guidelines
- Disseminate materials

A secondary goal for the handbook was to provide ADA paratransit providers with a resource that would identify training resources available to develop the skills necessary for individuals with disabilities to use fixed route services. The following tasks were accomplished to achieve that goal:

- Perform industry survey to identify available training resources
- Develop list of transit-oriented training resources
- Incorporate materials in handbook

The accomplishment of these major goals has culminated in the development of this handbook, which provides the tools needed by transit providers to determine paratransit eligibility using the functional capabilities of the individual and matching those functional capabilities to the specific elements that must be negotiated for a specific trip. The handbook also provides a directory of travel training resources from which transit providers can gather information, or to which they can refer individuals for help in acquiring the basic skills needed to become transit-ready.

## ORGANIZATION

The handbook is organized to provide users maximum flexibility in tailoring its contents to their particular needs. Mature paratransit eligibility programs, for instance, may already have a well-defined assessment methodology and eligibility forms and may be more interested in travel training resources listed in Chapter 4. Newer programs may find that the methodology presented in Chapter 3 provides a comprehensive baseline from which their efforts can be modeled.

Chapter 2, General Disability Information, identifies the most common levels of impairments within the visual, mobility, and cognitive categories. While the levels addressed here are not all-inclusive, they include the categories and levels most frequently encountered by transit providers doing paratransit eligibility assessments. It is necessary to remember, however, that each person with a disability is an individual, and that his or her particular transportation needs and capability to use fixed route service vary. The disability levels defined in this chapter provide evaluators a means by which to assess an approximate finding of the individual's functional capabilities. The



methodology presented is not a device to group individuals with disabilities solely on the presence of a particular set of factors that may describe the person's physical, sensory, or cognitive skills.

Chapter 3, Methodology, presents a well-documented approach for assessing ADA paratransit eligibility based on the accessibility of the transit provider's facilities, vehicles, and systems, and the applicant's functional skills. The methodology provides a blueprint for performing each of the key elements that must be considered in making paratransit eligibility determinations:

- Assessment of the functional skills of an individual to utilized fixed route transit for a specific transit trip.
- Assessment of the accessibility of specific trips, and identification of barriers to accessibility in the facilities, vehicles and systems that make up the trip.
- Matching of the functional skills of the individual being assessed for eligibility to the potential barriers that may be encountered on the desired trips.
- Identifying travel training resources that can teach the skills that will permit an individual with a disability to ride fixed route transit generally, or to learn to ride the most frequent trips on fixed route transit.

Chapter 4, Travel Training, provides travel training guidance to transit providers and a directory of travel training resources. A broad sample of national and local organizations, including agencies that provide travel training, professional organizations, and information clearinghouses was contacted to compile a list of resources available for creating or supplementing a transit training program. The directory provides a description of each organization, its address, and phone number.



## CHAPTER 2 GENERAL DISABILITY INFORMATION

### INTRODUCTION

This chapter provides information to assist transit providers in determining ADA paratransit eligibility by breaking the broad levels of visual, mobility, and cognitive impairments into more specific levels based on functional capabilities, not medical diagnoses. While the levels of disability addressed here are not all-inclusive, they include the categories and levels most frequently encountered by transit providers doing paratransit eligibility assessments.

With reference to the Americans with Disabilities Act (ADA), the term "disability" is used to include any physical or mental impairment that substantially limits one or more of an individual's major life activities, a record of such an impairment, or being regarded as having such an impairment. Major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Determining ADA paratransit eligibility for individuals with visual, mobility, or cognitive impairments, or a combination thereof, is a complex process. The procedures developed during this project simplify the process by organizing the collection of applicant data and the assessment of that data in a cohesive evaluation of the functional capability of the applicant, together with an assessment of the accessibility of the transit system.

Using a transit-based Total Trip/Trip Segment Model, the functions required to negotiate each accessibility element that must be traversed in using various transit modes to make a trip are defined. The functional levels that identified degrees of impairment for each major disability type, i.e., visual, mobility, and cognitive are identified. And finally, the functions that a person with each of these disabilities should typically be able to perform are documented for each of the accessibility elements in each of the trip segment matrices.

It is necessary to remember, however, that each person with a disability is an individual, and that his or her particular transportation needs and capability to use fixed route service will vary. The levels defined in this chapter provide evaluators a means by which to assess an approximate finding of the individual's functional capabilities. The methodology presented is not a device to group individuals with disabilities solely on the presence of a particular set of factors that may describe the person's physical, sensory, or cognitive skills.



## **VISUAL IMPAIRMENTS AND BLINDNESS**

Visual impairments affect an individual's ability to see. The project team developed nine levels of visual impairments that a transit provider may encounter when assessing an individual's paratransit eligibility. The levels are:

- 1 - Total Blindness
- 2 - Light Perception
- 3 - Severely Blurred and Distorted Vision
- 4 - Mildly Blurred and Distorted Vision
- 5 - Central Visual Field Loss
- 6 - Tunnel Vision
- 7 - Night Blindness
- 8 - Half Field Loss
- 9 - Severe Glare Sensitivity

The following paragraphs summarize the functional capabilities ascribed to each of these levels.

**Total Blindness** refers to the complete absence of vision. Persons who are totally blind use information conveyed by their unimpaired senses as well as by travel tools including human guides, dog guides, long canes, and electronic travel aids for orientation and safe travel in mass transit environments.

**Light Perception** refers to an impairment in vision that limits sight to the ability to recognize the presence of light and to distinguish between well and poorly lit areas. Persons with this impairment use information conveyed by their unimpaired senses as well as by travel tools including human guides, dog guides, long canes, and electronic travel aids for orientation and safe travel in mass transit environments.

**Severely Blurred and Distorted Vision** refers to an impairment in vision that limits the capacity to recognize details, even though it is possible to see areas of light and dark, recognize the presence of objects in the environment, or identify familiar objects and people. Fluctuations in visual ability related to lighting, fatigue, or an individual's health status are common. For example, persons with diabetic related visual impairments may experience visual fluctuations related to their blood sugar levels.

Persons who have severely blurred or distorted vision cannot read displayed signage; may experience difficulty using vending machines with printed operating instructions, or reading regular or large print route and schedule information. They may experience problems seeing staircases and handrails, steps, or objects that protrude into the travel path. They may also find it difficult to recognize faces or the uniforms and identification badges worn by transit personnel.

**Mildly Blurred and Distorted Vision** refers to an impairment in vision that limits the capacity to recognize details at a distance. Persons who have mildly blurred or distorted vision may be able to read large print overhead and transit vehicle signs, recognize

landmarks, and identify transit personnel by a characteristic uniform or identification badge. Low lighting, uneven lighting, and glare from harsh lighting may impede the ability of persons with mildly blurred or distorted vision to use their sight to recognize landmarks, or see staircases or steps in transit environments.

**Central Visual Field Loss** refers to an impairment in vision that results in impaired sight in the center of the field of vision. Persons who have a central field loss are often able to see objects and large print signs at a distance, however, they experience difficulty seeing details at near point. Persons who have a central visual field loss may be able to read overhead or vehicle signage that is in large, high contrast print. Signage should be well illuminated and free from glare. Printed material, e.g., route and schedule information, in regular print of 10 to 12 point may be difficult to read.

**Tunnel Vision** refers to an impairment in vision that results in the loss of the ability to see in the peripheral areas of the visual field, i.e., in the upper, lower, and lateral (side) portions of the field. Sight is restricted to a small area in the center of the visual field under daylight illumination conditions. Reduced ability to recognize detail in the field of view occurs when the "tunnel" of remaining sight is very small. Persons with tunnel vision experience night blindness in dimly lit or dark environments.

Persons who have tunnel vision can see detail at near point or at distance, however they may experience difficulty visually locating a desired target, such as a sign or a traffic light. They may also bump into objects that protrude into the travel path, e.g., a public telephone or a traffic control box, or miss steps and curbs.

**Night Blindness** refers to an impairment related to tunnel vision (the individual sees only a small area in the central portion of the visual field in daylight illumination) and has very little useful vision at night or in dark areas. Persons who have night blindness function as individuals who are totally blind or who have severely blurred and distorted vision in poor lighting or darkness. They experience difficulty moving from well lit to dimly lit areas.

**Severe Glare Sensitivity** refers to an impairment in vision that results in the loss of ability to see details and, at times, objects in brightly lit conditions or when light reflects strongly from a surface. Persons who have severe glare sensitivity experience difficulty avoiding obstacles, remaining oriented, and reading overhead and vehicle signage on very sunny days, especially when snow and ice intensify glare. They also experience particular difficulty moving from normal ambient indoor lighting to brightly lit outdoor areas.

Exhibit 2-1 correlates the levels of visual impairments identified for this project with their functional implications for transit use.

**EXHIBIT 2-1: LEVELS OF VISUAL IMPAIRMENTS:  
FUNCTIONAL IMPLICATIONS FOR TRANSIT USE**

LEVEL OF VISUAL IMPAIRMENT	DESCRIPTION	FUNCTIONAL IMPLICATIONS
1 Total Blindness	The complete absence of vision.	Reliance on information conveyed by unimpaired senses, travel tools, and human guides for travel.
2 Light Perception	The ability to recognize that an area is illuminated; objects and details cannot be seen.	Reliance on information conveyed by unimpaired senses, travel tools, and human guides for travel.
3 Severely blurred or distorted vision	Limited capacity to recognize objects and details.	Difficulty recognizing and utilizing travel landmarks.
		Inability to read visually displayed signage.
		Difficulty seeing staircases, handrails, steps and curbs, or objects that protrude into the path of travel.
4 Mildly blurred or distorted vision	Limited capacity to recognize objects and details at distance. Near point vision is useable.	Difficulty recognizing people's faces or clothing.
		Difficulty reading displayed signage that is not in large print.
5 Central visual field loss	Limited capacity to see in the center of the field of vision.	Fluctuations related to ambient lighting or personal health may reduce visual ability.
		Difficulty reading displayed signage that is not in large print.
		Difficulty reading printed materials.

LEVEL OF VISUAL IMPAIRMENT	DESCRIPTION	FUNCTIONAL IMPLICATIONS
6 Tunnel vision	Limited capacity to see in the periphery of the field of vision. Sight present in the central portion of the field of vision in lit or daylight conditions. Refer to night blindness for a description of tunnel vision in dim light or night conditions.	Difficulty locating landmarks, signs, or traffic lights.  Tendency to bump into protruding objects or miss curbs or steps.
7 Night blindness	Little useful vision at night or in dim lighting. Related to tunnel vision.	Reliance on information conveyed by unimpaired senses, travel tools, and human guides for travel.
		Difficulty moving from well lit to dim or dark areas.
8 Half field losses	Absence of vision in either the upper or lower half of the field of vision, or in the nasal or temporal sides of the visual field.	Upper and lower field losses: Difficulty seeing low-lying obstacles, steps, and curbs.
		Nasal or temporal field losses: Difficulty seeing objects that may protrude into the path of travel.
9 Severe glare sensitivity	Loss of ability to see objects and details in bright light or when light reflects strongly from a surface.	Difficulty moving from natural indoor ambient lighting to bright outdoor conditions.
		Difficulty seeing objects, recognizing landmarks, reading signs in bright outdoor conditions, especially difficult when snowy and icy glare is present.



## MOBILITY IMPAIRMENTS

The following assumptions were made in analyzing the functional capabilities of individuals with mobility impairments to ride fixed route transit:

- Presence of assistive devices
- Function includes control of the assistive devices
- Minimize diversity - assume equivalence when similar
- Absence of one upper limb is not a travel disability
- Absence of function below one knee is not a travel disability

The eight levels of mobility impairment developed by the project team are divided into two groups, based on whether or not the individual uses a wheeled mobility device. For those individuals with a mobility disability who use assistive technology based on a wheelchair or scooter, the levels of impairment are:

- 1 - Impaired Coordination
- 2 - Intact Coordination
- 3 - Loss of Lower Limbs, Loss of One Upper Limb
- 4 - Loss of Lower Limbs, Intact Upper Limbs

For those individuals with a mobility disability who travel by ambulation, the levels of impairment are:

- 5 - Impaired Lower Limbs, Impaired Upper Limbs
- 6 - Impaired Lower Limbs, Intact Upper Limbs
- 7 - Intact Lower Limbs, Impaired Two Upper Limbs
- 8 - Intact Lower Limbs, Loss of Two Upper Limbs

Exhibit 2-2, Mobility Impairments Levels, correlates the levels of mobility impairments with characteristics of the affected limbs and related diagnoses. The related diagnoses are presented only as examples of the types of information that applicants may offer on their eligibility application as a description of their impairment. Assessments should be made on the functional capability of the applicant, not on medical diagnoses.

## EXHIBIT 2-2: MOBILITY IMPAIRMENTS LEVELS

WHEELED MOBILITY				
Travel by:	POWERED MOBILITY AID		MANUAL MOBILITY AID	
Limitation	1 Impaired Coordination	2 Intact Coordination	3 Loss of Lower Limbs, Loss of One Upper Limb	4 Loss of Lower Limbs, Intact Upper Limbs
Characteristics	Ataxia, Dystonia, Tremor	Paralysis (Flaccid or Spastic), Rigidity, Lost Strength, Amputation	Ataxia, Dystonia, Tremor, Amputation	Paralysis, Lost Strength, Amputation
Diagnoses	CP, ALS, Hereditary Dystonia, Cerebellar Disease	Quadriplegia, Polio, MD, MS, Parkinson's Disease, OI, arthrogryposis, Quadrimembral Amputee	Stroke, Brain Injury, Triple Amputation	Paraplegia, Low Quadriplegia, Caudal Equina, bi-lateral lower limb amputation, Parkinson's Disease

Travel by:	AMBULATION			
Limitation	5 Impaired Lower Limbs, Impaired Upper Limbs	6 Impaired Lower Limbs, Intact Upper Limbs	7 Intact Lower Limbs, Impaired Two Upper Limbs	8 Intact Lower Limbs, Loss of Two Upper Limbs
Characteristics	Paralysis, Rigidity, Amputation	Ataxia, Dystonia, Tremor	Ataxia, Dystonia, Tremor,	Paralysis, Bi-lateral Amputation
Diagnoses	Polio, MD, Stroke, CP, Parkinson's Disease	AK Amputation, Hip Disarticulation, Diabetic Amputation	Polio, Stroke, CP, Bi-lateral AE Amputation	Polio, Head Injury, Parkinson's Disease, Bi-lateral Shoulder Disarticulation

The following lists the functional limitations with respect to an individual's ability to navigate the accessibility elements within the transit environment. It also includes areas where travel training would permit individuals with mobility impairments to use fixed route transit.

- Impaired Coordination - Door force, shelves, elevator controls, escalators, fare vendors & collections, stairs, and stop requests.
- Intact Coordination - Shelves, elevator controls, escalators, fare vendors, stairs, and stop requests.
- Loss of Lower Limbs, Loss of One Upper Limb - Door force, shelves, elevator controls, escalators, fare vendors & collections, stairs, and stop requests.
- Loss of Lower Limbs, Intact Upper Limbs - Shelves, stairs, elevator controls, and escalators.
- Impaired Lower Limbs, Impaired Upper Limbs - Training for doors, stairs, curbs, street crossing, elevator controls, fare vendors & collection, and stop requests.
- Impaired Lower Limbs, Intact Upper Limbs - Training for doors, stairs, ramps, curbs, and street crossing.
- Intact Lower Limbs, Impaired Two Upper Limbs - Training for doors, elevator controls, fare vendors & collection, and stop requests.
- Intact Lower Limbs, Loss of Two Upper Limbs - Pull open doors, counters, shelves, street crossing signals, fare vendors & collection, and stop requests.

## COGNITIVE IMPAIRMENTS

A cognitive impairment can affect language, learning, memory, awareness and decision-making. Mental retardation, traumatic brain injury, specific learning disabilities, and Alzheimer's disease are but a few examples of cognitive disabilities. For this project, the project team developed three levels to which an individual with cognitive disabilities could be assigned, once the individual had been assessed in terms of functional travel skills:

- 1 - Individual would probably be mainline independent with minimal travel training (i.e., a friend, family member or trainer accompanying the individual on a route once or twice).
- 2 - Individual would probably be mainline independent for common routes only and/or conditionally eligible for paratransit services for irregular trips.
- 3 - Individual would probably not be mainline independent except for very common travel patterns and would be eligible for paratransit services.

Because mental retardation is one of the most common types of cognitive disability, and possibly, the one most frequently encountered by transit providers, our analysis of the functional capabilities of individuals with cognitive impairments to ride fixed route transit focused primarily on mental retardation.

According to the new definition by the American Association on Mental Retardation (AAMR), an individual is considered to have mental retardation based on the following three criteria: intellectual functioning level (IQ) is below 70-75; significant limitations exist in two or more adaptive skill areas; and the condition is present from childhood (defined as age 18 or less). Adaptive skill areas are those daily living skills needed to live, work and play in the community. The new AAMR definition includes ten adaptive skills: communication, self-care, home living, social skills, leisure, health and safety, self-direction, functional academics, community use, and work. Adaptive skills are assessed in the person's typical environment across all aspects of an individual's life. A person with limits in intellectual functioning, who does not have limits in adaptive skill areas, may not be diagnosed as having mental retardation.

Various studies have been conducted in local communities to determine the prevalence of mental retardation. The Arc reviewed many of these prevalence studies in the early 1980s and concluded that 2.5 to 3 percent of the general population has mental retardation. A 1993 review by T. Fryers of prevalence studies generally confirms this distribution.

Based on the 1990 census, an estimated 6.2 to 7.5 million people have mental retardation. Mental retardation is 12 times more common than cerebral palsy and 30 times more prevalent than neural tube defects such as spina bifida. It affects 100 times as many people as total blindness, according to a 1992 study by M. Batshaw & Y. Perret.



Mental retardation cuts across the lines of racial, ethnic, educational, social and economic backgrounds. One out of ten American families is directly affected by mental retardation. The effects of mental retardation vary considerably among people, just as the range of abilities vary considerably among people who do not have mental retardation. About 87 percent will be mildly affected and will be only a little slower than average in learning new information and skills. As children, their mental retardation is not readily apparent and may not be identified until they enter school. As adults, many will be able to lead independent lives in the community and will no longer be viewed as having mental retardation.

The AAMR process for diagnosing and classifying a person as having mental retardation contains three steps and describes the system of supports a person needs to overcome limits in adaptive skills. The first step in diagnosis is to have a qualified person give one or more standardized adaptive skills test, on an individual basis. The second step is to describe the person's strengths and weaknesses across four dimensions. The four dimensions are:

- Intellectual and adaptive behavior skills
- Psychological/emotional considerations
- Physical/health/etiological considerations
- Environmental considerations

Strengths and weaknesses may be determined by formal testing, observations, interviewing key people in the individual's life, interviewing the individual, interacting with the person in his or her daily life or a combination of these approaches. The third step requires an interdisciplinary team to determine needed supports across the four dimensions. Each support identified is assigned one of four levels of intensity - intermittent, limited, extensive, and pervasive.

Intermittent support refers to support on an "as needed basis." An example would be support that is needed in order for a person to find a new job in the event of a job loss. Intermittent support may be needed occasionally by an individual over the lifespan, but not on a continuous daily basis.

Limited support may occur over a limited time span such as during transition from school to work or in time-limited job training. This type of support has a limit on the time that is needed to provide appropriate support for an individual.

Extensive support in a life area is assistance that an individual needs on a daily basis that is not limited by time. This may involve support in the home and/or support in work. Intermittent, limited, and extensive supports may not be needed in all life areas for an individual.

Pervasive support refers to constant support across environments and life areas and may include life-sustaining measures. A person requiring pervasive support will need assistance on a daily basis across all life areas.

## **MULTIPLE DISABILITIES**

Transit providers will be required to determine ADA paratransit eligibility for individuals with multiple disabilities. Although the process developed under this project addresses a wide range of disabilities, it does not cover combinations of impairments. However, if an applicant has a combination of any impairments addressed above, an evaluator should be able to make a preliminary paratransit eligibility determination using the procedures outlined in Chapter 3, Methodology for each impairment.

In making the final determination of an applicant's eligibility, the transit provider must be able to answer the following questions taken from the Federal Transit Administration's ADA Paratransit Handbook:

- Does the disability prevent the individual from getting to and from a station or stop at point of origin or destination? If so, then the trip is eligible.
- Can the individual board and utilize the vehicle at the station or stop? If the vehicle is inaccessible, the person is eligible.
- Can the individual independently recognize the destination and disembark? If not, the trip is eligible.
- If a trip involves transfers and connections, are the paths of travel between lines or modes accessible and navigable by the individual? If not, the trip is eligible.



## CHAPTER 3 METHODOLOGY

This chapter presents the methodology for determining ADA paratransit eligibility based on fixed route characteristics and the applicant's functional skills.

### KEY ELEMENTS

There are several key elements to be considered in making paratransit eligibility determinations. The process presented herein:

- Assesses the functional skills of the individual to take an accessible transit trip.
- Assesses the accessibility of the most frequently taken trip(s), and identifies barriers to accessibility.
- Matches the functional skills of the individual to the desired trip(s).
- Provides guidance on travel training to teach the skills required to ride fixed route transit generally or to learn to ride the most frequent trip(s) on fixed route transit.

In providing paratransit services, transit providers need to determine what is needed to ensure that they provide the most effective and efficient transit service to the public within available resources. The answer is two-fold. Transit providers need to provide accessible fixed route transit (i.e., accessible facilities and vehicles), and they need to provide paratransit to those who cannot use fixed route transit. In order to fulfill these responsibilities, transit providers are faced with a dilemma:

- How to determine who has or who can learn the skills to ride fixed route transit.
- How to go about making all the routes accessible (e.g., thousands of bus stops, transit facilities, and vehicles).

The most effective way to address a large resource problem such as this is to attack the problem in a systematic way, i.e., to identify where the biggest expenditure of resources are and make changes in those areas.

Thus, a process has been developed that: identifies individuals who do not have or cannot obtain the skills to ride fixed route transit; identifies individuals who have the skills or can learn the skills to ride accessible fixed route transit; and determines if the routes and vehicles are accessible. *Accessible* means compliance with DOT/ADAAG standards for facilities and vehicles.



The process described above was developed using a common foundation which permits the transit provider to analyze the functional skills of individuals with disabilities and the accessibility of specific desired trips. This common foundation is the Total Trip/Trip Segment model.

## **TOTAL TRIP/TRIP SEGMENT APPROACH**

The total trip concept focuses attention on the barriers/problems persons with disabilities may encounter in each segment of their total transit trip. Exhibit 3-1, Total Trip/Trip Segment Model, illustrates the trip segments which, regardless of transportation mode or modes, comprise a total trip. Travelers with disabilities first plan and, where a planned trip is feasible for them, proceed from origin to destination through well-defined trip segments. The nomenclature for the trip segments is as follows:

- S0: Trip Planning
- S1: Origin to Transit Facility Entrance
- S2: Transit Facility Entrance to Boarding Platform
- S3: Boarding Platform to Vehicle
- S4: Vehicle Enroute
- S5: Vehicle to Boarding Platform
- S6: Boarding Platform to Transit Facility Exit
- S7: Transit Facility Exit to Destination
- S8: Boarding Platform to Boarding Platform

This nomenclature describes each trip segment by its beginning and endpoint of travel. Each type of trip segment is displayed as a rectangle in the figure. The path of travel followed during each trip segment is shown just below each rectangle. For example, the path of travel for segment S1 is the accessible route that a person with disabilities would take between his or her home and the transit facility entrance. If the transportation mode were a fixed route bus system, the transit facility entrance would be the point where the person passes the property line of the bus stop area. The same point of property-line passage definition of entrance would apply to rail systems, however the corresponding S2 segments would be considerably different. More explicitly, for a bus mode, the S2 path of travel would be a short path within the bus pad area. For a rail mode, the S2 path of travel would be a much longer, possibly multilevel, path within the rail system transit facility. The path of travel shown in Exhibit 3-1 for each of the remaining trip segments are self explanatory and helpful in visualizing potential barriers/problems in "negotiating" each path.

The most critical trip segment is S0, Trip Planning. Here, the person with a disability must use the telephone, system maps, advice of others familiar with the system's barriers/problems, and other aids to assess the feasibility of the trip. Ascertaining feasibility requires anticipating the barriers that the trip will present and "mentally" overcoming them beforehand. Only when feasibility is firmly established can travelers with disabilities begin the planned trip.

## **FUNCTIONAL CAPABILITY AND TRIP ACCESSIBILITY ASSESSMENT**

### **Functional Capability**

Using these five trip segments as the basis for the functional assessment and trip accessibility model, the next step is to define each trip segment so that an assessment of functional capabilities can be made for the various types of disabilities and so that barriers to accessibility can be identified on the actual route or trip segments desired for travel by the person with a disability.

The common approach to defining barriers to accessibility is to survey each route (trip segment by trip segment) for compliance with the USDOT ADA regulations (49 CFR Parts 37 and 38) and for compliance with ADAAG. The DOT ADA standards and ADAAG can be conveniently applied to each of the five basic trip segments by taking an imaginary trip along each trip segment and identifying every element that must be negotiated along those segments. For example, the elements a person would encounter when negotiating Trip Segment S1, Origin to Transit Facility Entrance, can be identified by taking an imaginary trip from the front door of your home to a transit facility entrance (bus stop or rail station). A listing of the possible elements follows:

- Door
- Aisle
- Stairs
- Ramps
- Walks
- Curbs
- Street Crossing
- Trailblazer Signs
- Entrance Signs
- Elevators
- Escalators
- Fare Vendors
- Fare Gates
- PA System

For Trip Segment S2, Transit Facility Entrance to Boarding Platform, possible elements are:

- Door
- Aisle
- Stairs
- Ramps
- Walks
- Curbs
- Platform Area
- Signs/Maps
- Elevators
- Escalators
- Fare Collection
- Fare Gates
- PA System

Possible elements for Trip Segment S3, Boarding Platform to Vehicle, are:

- Platform Area
- Lifts
- Curbs
- Steps
- Ramps
- Aisle
- Vehicle Entrance
- Detectable Warning
- Vehicle Fare Collection
- Vehicle Seating
- Vehicle Securement
- Vehicle Signs
- Vehicle Door

For Trip Segment S4, Vehicle Enroute, the possible elements are:

- Signs
- Stop Request
- PA System
- Personal Interface

Possible elements for Trip Segment S0, Trip Planning, are:

- Telephone
- Door
- Aisles
- Counters
- Shelves
- TDD
- Personal Interface
- Signs
- Printed Literature
- Fax

Now that each element has been defined for each of the five basic trip segments, specific "accessibility factors" can be identified which further define each of the elements. These "accessibility factors" are the descriptors that can be linked to trip accessibility and a person's functional capabilities.

For example, the door element is further defined by the actual physical characteristics of the door that must be negotiated, namely:

- The size of the floor space or area at the approach to the door,
- The force required to operate the door handle and to push or pull the door open,
- The width of the doorway when the door is open, and
- The size of the floor space at the exit of the doorway.

These "accessibility factors" are actually the accessibility standards which have been defined by USDOT and the U.S. Architectural and Transportation Barriers Compliance Board. For each "accessibility factor," there is a standard or guideline which can be used for comparison of actual conditions along the route and which can be used to assess functional capabilities for persons with various types of disabilities. A series of matrices showing the elements and accessibility factors for each of the five basic trip segments form the basis for the functional assessment process.

In Chapter 2 of this handbook, the most common levels of impairments within the visual, mobility, and cognitive categories were identified. The levels were described and functional implications for each level were listed. These functional implications have been recorded for each of the levels on the trip segment matrices, by rating the

capability of an individual with the disability to perform or negotiate each specific accessibility factor. The rating system follows:

- A = Can negotiate
- B = Can negotiate with training
- C = Cannot negotiate

The result is a series of matrices for each of the disability levels. The simplified matrix for the nine levels of visual impairments is at Appendix 1. Matrices for the eight levels of mobility impairments are at Appendix 2, and the matrices for the three levels of cognitive impairments are at Appendix 3. These matrices are the analytical tools that are used to assess the functional capabilities of an individual who falls within a specific disability level. Note, however, that each person with a disability is an individual, and that his or her particular transportation strengths and needs will vary. The matrices and levels provide evaluators a means by which to assess an approximate finding of the individual's functional capabilities. This assessment is not a device to group individuals with disabilities solely on the presence of a particular set of factors that may impact the person's physical, sensory, or cognitive domains.

### **Trip Accessibility Assessment**

The same Total Trip/Trip Segment Model is used to define the desired route from origin to destination, namely:

- S1     Origin to Transit Facility Entrance
- S2     Transit Facility Entrance to Boarding Platform
- S3     Boarding Platform to Vehicle
- S4     Vehicle Enroute
- S5     Vehicle to Boarding Platform
- S6     Boarding Platform to Transit Facility Exit
- S7     Transit Facility Exit to Destination

Trip segments S1 and S7 must be reviewed or surveyed for each paratransit service request. Segments S2 through S6 are facility/vehicle-specific. A systemwide inventory must be conducted to determine facility and vehicle compliance with DOT/ADAAG.

Transit facility and vehicle surveys can be accomplished by using the Key Station Checklist developed for FTA, the standards presented in ADAAG Section 10.2 for Bus Stops, and the standards presented in 49 CFR Part 38 for transit vehicles. More specific guidance on the applicable standards that should be used to determine compliance for each of the basic trip segments is presented on the following page.



## Approach To and From Transit Facility

ADAAG 4.1.2	Accessible Sites & Exterior Facilities
4.3	Accessible Route
4.4	Protruding Objects
4.5	Ground & Floor Surfaces
4.6	Parking & Passenger Loading Zones
4.7	Curb Ramps
4.8	Ramps
4.13	Doors
4.30	Signage

## Transit Facilities - 49 CFR 37, Subpart C

ADAAG 10.2	Bus Stops
	Rail Facilities:
ADAAG 10.3.1	New Construction
10.3.2	Key Stations

## Vehicles - 49 CFR 37, Subpart D and E

Buses - 49 CFR 38, Subpart B

Rail Vehicles

- o Rapid Rail - 49 CFR 38, Subpart C
- o Light Rail - 49 CFR 38, Subpart D
- o Commuter Rail - 49 CFR 38, Subpart E

## **DETERMINATION OF ADA PARATRANSIT ELIGIBILITY**

With a background knowledge of the various levels of disabilities, how the functional assessment matrices were developed, and how to assess the accessibility compliance of specific facilities and vehicles using the trip segment approach, the tools are available to gather the information that is needed to determine paratransit eligibility using the functional capabilities of the individual and matching those functional capabilities to the specific elements that must be negotiated along the desired trip.

There are four possible determinations that can be made using the procedures that will be presented:

- Applicant is ineligible for paratransit.
- Applicant has permanent paratransit eligibility.
- Applicant has temporary paratransit eligibility.

- No eligibility determination can be made based on the information obtained on the application form.

Applicants with **permanent** or **temporary** paratransit eligibility status may be eligible for all paratransit trips, or they may be **conditionally eligible**, i.e., eligible for some trips but not for others.

## **ADA PARATRANSIT ELIGIBILITY APPLICATION FORM INSTRUCTIONS**

The eligibility determination process begins with the application. An ADA Paratransit Eligibility Application Form has been developed which, when completed by the applicant, will provide the transit provider all of the information required to perform an initial screening of the individual's functional capabilities to ride accessible fixed route transit. A copy of the Application Form is at Appendix 4.

The application form also contains questions about the applicant's most frequently taken trips. This data can be used to identify the specific routes that must be taken to travel from origin to destination via fixed route service. Once identified, these routes can be surveyed to determine if they are fully accessible. If they are not, barriers to accessibility can be identified and programmed for removal.

Thus, the application form has several purposes. It gathers information about the individual so that existing functional skills can be assessed. It gathers information that can be used to determine the functional capabilities of the individual, which can be looked upon as an initial screening process to determine if that person has the ability to ride or the ability to learn how to ride fixed route transit. It also gathers information on the person's most frequently taken trip(s) so that specific fixed route transit trips can be identified and surveyed to determine if the trip is accessible and if not, to identify barriers to accessibility that can be removed.

Referring to the application form in Appendix 4, the following step-by-step instructions are presented for each part of the application:

### **PART I. General Information**

This section is designed to be easy to complete. It provides all the information a transit provider needs to be able to make a preliminary paratransit eligibility determination. The application should be completed by the applicant if possible. If the applicant is unable to complete the form, then he or she may have someone else complete the form.

1. The applicant should print his or her name.
2. The applicant should print the complete address where he or she lives.
3. The applicant should provide a telephone number for home and work.
4. The applicant should print his or her complete date of birth, including month, day, and year.
5. The applicant should print his or her social security number if he or she wants to provide it. This is usually optional information, used for statistical or control purposes.

## PART II. Present Means of Travel

6. The applicant should indicate whether he or she currently uses a specific transit provider's system. (The transit provider should insert the name of the system in place of the "X" in the question.)

If the answer to this question is yes, the applicant should indicate all of the modes of transportation he or she uses. It may be beneficial to the transit provider if the percentage of use is indicated next to the mode(s) used.

If the answer to question 6 is no, the applicant should indicate how he or she usually gets from one place to another.

Regardless of the answer to question 6, the applicant should indicate which of the trips listed describes the most frequently made trip. The applicant should indicate any other answers by checking the "Other" box and providing an explanation on the line provided.

7. The applicant should indicate any and all assistive devices used when traveling.

## PART III. Transit Travel/Travel Training Information

8. The applicant should indicate any and all area(s) for which he or she has received travel training or in which he or she is able to travel safely on fixed route transit.

## PART IV. Disability Information

Questions 9, 10 and 15 should be answered by each applicant. The answer to question 9 will determine which additional question(s) should be answered by the applicant.

9. The applicant should indicate any and all disabilities that he or she has and also answer the question referenced in parentheses which pertains to his or her specific disability. Please note that an applicant may have more than one type of disability. If so, he or she should answer each question relating to his or her disability.
10. The applicant will tell you whether this is a temporary or permanent disability by indicating how long he or she will have the disability.
11. If the applicant has a visual impairment, he or she should indicate which visual impairment he or she has.
12. If the applicant has a mobility impairment, he or she needs to answer each of the questions (12a through 12d).



13. If the applicant has a cognitive impairment, he or she needs to answer each of the questions (13a through 13t).
14. If the applicant checked the "Other" category for question 9 because he or she has another type of disability not covered by one of the three categories listed, he or she should briefly describe the disability in the space provided.
15. The applicant should indicate whether he or she needs information about paratransit/fixed route service provided in an alternate format. If so, he or she needs to indicate what format.

#### PART V. Certifications

There are several reasons for requesting certification as to the accuracy of the information provided on the application: (1) It reinforces the accuracy of the information provided by the applicant, and (2) It places the responsibility on the individual, rather than on the transit provider, for making accurate statements about an individual's eligibility for paratransit.

The applicant should sign and date the application. If unable to do so, the individual assisting the applicant should sign and date the application for him or her.

#### PART VI. Professional Verification

Professional verification of an applicant's medical diagnosis, physical or cognitive condition reinforces the validity of the applicant's statements about his or her functional capability. The professional verification can be completed by a variety of professionals who may be knowledgeable of an individual's condition, rather than only by a physician. This verification prevents the transit provider from taking full responsibility for determining an applicant's functional capability to ride fixed route transit. The applicant may need to mail in the verification. If so, make sure the applicant's name is on the verification form.

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(Transit Authority)

***ADA Paratransit Eligibility  
Application***

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## I. General Information

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_  
\_\_\_\_\_
3. Telephone Number \_\_\_\_\_
4. Date of Birth \_\_\_\_\_ 5. Social Security Number \_\_\_\_\_

## II. Present Means of Travel

6. Do you currently use "X" Transit Authority?

☐ Yes ☐ No

*If yes, what kind of transportation do you currently use?*

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> Commuter Rail | <input type="checkbox"/> Buses       |
| <input type="checkbox"/> Subway        | <input type="checkbox"/> Paratransit |
| <input type="checkbox"/> Light Rail    |                                      |

*If no, what kind of transportation do you currently use?*

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> Friend/relative drives vehicle   | <input type="checkbox"/> Walking     |
| <input type="checkbox"/> Private taxi, car or van service | <input type="checkbox"/> School bus  |
| <input type="checkbox"/> Drive myself                     | <input type="checkbox"/> Other _____ |

Which of the trips listed below describes your most frequently made trips?

- |   |  |
|---|--|
| <input type="checkbox"/> Home to work (& return)        | <input type="checkbox"/> Home to shopping (& return)   |
| <input type="checkbox"/> Home to health care (& return) | <input type="checkbox"/> Home to recreation (& return) |
| <input type="checkbox"/> Home to school (& return)      | <input type="checkbox"/> Other _____                   |

How long does it take to get there? \_\_\_\_\_

7. What assistance do you need when traveling?

- |   |  |
|---|--|
| <input type="checkbox"/> Support Cane               | <input type="checkbox"/> Electronic Travel Aid   |
| <input type="checkbox"/> Long Cane                  | <input type="checkbox"/> Personal Care Attendant |
| <input type="checkbox"/> Service Animal (Guide Dog) | <input type="checkbox"/> Scooter                 |
| <input type="checkbox"/> Wheelchair (Power)         | <input type="checkbox"/> Wheelchair (Manual)     |
| <input type="checkbox"/> Walker                     | <input type="checkbox"/> None                    |
| <input type="checkbox"/> Other _____                |  |



### III. Transit Travel/Travel Training Information

8. For which area(s) have you received training or are you able to travel?

- |  |   |
|--|---|
| <input type="checkbox"/> Residential neighborhoods     | <input type="checkbox"/> Downtown commercial/shopping areas                     |
| <input type="checkbox"/> Areas without sidewalks       | <input type="checkbox"/> Buses  |
| <input type="checkbox"/> Small shopping areas          | <input type="checkbox"/> Subways and rail                                       |
| <input type="checkbox"/> Shopping malls                | <input type="checkbox"/> Private taxi, car, or van service                      |
| <input type="checkbox"/> Snowy & icy weather           | <input type="checkbox"/> Street crossings without stop signs and traffic lights |
| <input type="checkbox"/> Rainy weather                 | <input type="checkbox"/> Street crossings with stop signs and traffic lights    |
| <input type="checkbox"/> Changing a planned trip route | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Traveling in unfamiliar areas |   |
| <input type="checkbox"/> Extreme temperatures          |   |

### IV. Disability Information

9. What disability or disabilities do you have?

- ☐ Visual Impairment (Answer 11 below)  
☐ Mobility Impairment (Answer 12 below)  
☐ Cognitive Impairment (Answer 13 below)  
☐ Other (Answer 14 below)

10. How long will you have this disability?

- ☐ Life                      ☐ One Year                      ☐ Less than one year

11. Visual Impairment - Please enter an X in each box that describes your visual impairment(s):

- |  |  |
|--|--|
| <input type="checkbox"/> Totally Blind (1)                     | <input type="checkbox"/> Light Perception (2)                |
| <input type="checkbox"/> Severely blurred/distorted vision (3) | <input type="checkbox"/> Mildly blurred/distorted vision (4) |
| <input type="checkbox"/> Central visual field loss (5)         | <input type="checkbox"/> Night blindness (6)                 |
| <input type="checkbox"/> Tunnel vision (7)                     | <input type="checkbox"/> Severe glare sensitivity (8)        |
| <input type="checkbox"/> Half-field losses (9)                 | <input type="checkbox"/> Other _____                         |

12. Mobility Impairment - please answer the questions below:

- a. Do you use a walker or cane when traveling outdoors? ☐ Yes ☐ No
- b. Do you use a wheelchair (power or manual) or scooter when traveling outdoors?  
☐ Yes ☐ No
- c. Can you pull open a door and go through? ☐ Yes ☐ No
- d. Can you raise a cup of water to your mouth without spilling any?  
☐ Yes ☐ No

**13. Cognitive Impairment - please answer the following questions:**

a. How do you get information on how to ride the bus or train? \_\_\_\_\_

\_\_\_\_\_

b. Do you get the information without any assistance from anyone?

☐ Yes ☐ No

c. Do you read and understand the information you receive without any assistance?

☐ Yes ☐ No

d. How do you pay your fare when you ride the bus or train? \_\_\_\_\_

\_\_\_\_\_

e. If you are riding the bus or train and forget where you are supposed to get off to transfer to the next bus or train, would you ask the driver to help you?

☐ Yes ☐ No

f. Would you ask a passenger for help? ☐ Yes ☐ No

g. Tell me how you get to your bus stop or to the rail station. \_\_\_\_\_

\_\_\_\_\_

h. What is the name or number of the bus or rail line you use most of the time?

\_\_\_\_\_

i. Tell me about some of the other trips you take on the bus or on a rail line.

\_\_\_\_\_

j. On the trip that you take most often, where do you get on? \_\_\_\_\_

\_\_\_\_\_ Where do you get off? \_\_\_\_\_

k. Do you understand the numbers or words that are shown on the front and over the door of the bus or rail car? ☐ Yes ☐ Yes, with help ☐ No

l. Do these numbers or names tell you which bus or rail car you should ride?

☐ Yes ☐ No

m. Do you wear a watch? ☐ Yes ☐ No

n. Do you ever look at your watch to see if the bus is on time? ☐ Yes ☐ No

o. If you had to cross a busy roadway intersection, and the traffic lights were not working, what would you do? \_\_\_\_\_

p. Have you ever changed buses or gotten off of the bus or rail car in a busy downtown area? ☐ Yes ☐ No

q. If yes, were you able to find your way back to your bus stop or rail station on your way back from the busy downtown area? ☐ Yes ☐ No ☐ Yes, with help

r. If you couldn't find your way, tell me what you did. \_\_\_\_\_

s. Have you ever gotten off at the wrong bus stop or rail station? ☐ Yes ☐ No

t. If you have, tell me what you did when you realized that you were at the wrong place. \_\_\_\_\_

**14. Other Impairment(s) - please describe below:**

---

---

---

---

**15. Do you need information provided in an alternate format? ☐ Yes ☐ No**

If so, what format? ☐ Braille ☐ Large Print ☐ Audio Tape  
☐ Other \_\_\_\_\_

## V. Certifications

### A. Applicant Signature

I certify that the information I gave in this application is true and correct. I understand that falsification of information may result in denial of service. I understand all information will be kept confidential, and only the information required to provide the services I request will be disclosed to those who perform those services.

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

### B. Person completing form if other than applicant (please check one):

- ☐ I certify that the information provided in this application is true and correct, based upon information given me by the applicant.
- ☐ I certify that the information provided in this application is true and correct, based upon my own knowledge of the applicant's health condition or disability.

Exceptions or Additions: \_\_\_\_\_

Print Name \_\_\_\_\_

Signature \_\_\_\_\_ Daytime Phone \_\_\_\_\_

Relationship to Applicant \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_



## VI. Professional Verification

The Americans with Disabilities Act of 1990 (ADA) is a civil rights law which bans discrimination against people with disabilities. To meet their needs, public transportation companies must provide a variety of services. The applicant may be found eligible for paratransit services for all trips he or she requests, or eligible (based on functional ability) for some trip requests but not for others, or ineligible because he or she is capable of using fixed route transit. The information you provide will enable us to make an appropriate determination for this applicant. All information will be kept confidential. Thank you for your assistance.

**THIS PAGE MUST BE COMPLETED BY ONE OF THE FOLLOWING CURRENTLY LICENSED PROFESSIONALS: (please check one)**

- |  |  |
|--|--|
| <input type="checkbox"/> Vocational rehabilitation counselor                 | <input type="checkbox"/> Psychiatrist            |
| <input type="checkbox"/> Special education teacher                           | <input type="checkbox"/> Physician's assistant   |
| <input type="checkbox"/> Speech pathologist                                  | <input type="checkbox"/> Physician               |
| <input type="checkbox"/> Social worker                                       | <input type="checkbox"/> Physical therapist      |
| <input type="checkbox"/> Respiratory therapist                               | <input type="checkbox"/> Occupational therapist  |
| <input type="checkbox"/> Registered nurse                                    | <input type="checkbox"/> Nurse practitioner      |
| <input type="checkbox"/> Psychologist  | <input type="checkbox"/> Mental health counselor |
| <input type="checkbox"/> Recreation therapist employed by a medical facility | <input type="checkbox"/> Chiropractor            |
| <input type="checkbox"/> Orientation & Mobility instructor of the blind      | <input type="checkbox"/> Travel trainer          |

Medical diagnosis, physical or cognitive condition which prevents the applicant from riding fixed route transit. \_\_\_\_\_

Is this condition temporary? ☐ Yes, for \_\_\_\_\_ months. ☐ No

Exceptions or additions: \_\_\_\_\_

I certify that the information contained in this application is true and correct to the best of my knowledge and ability.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_

Clinic/Agency \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

## **ADA PARATRANSIT ELIGIBILITY DETERMINATION INSTRUCTIONS**

Once the application form has been completed, the transit provider has the information needed to determine if the individual is eligible for paratransit service, the conditions for which eligibility applies, or if the individual has the functional capabilities to be able to ride fixed route transit and is eligible paratransit services.

Procedures have been developed which provide step-by-step instructions on how to use the functional assessment matrices that are contained in Appendices 1, 2, and 3. The ADA Paratransit Eligibility Determination Worksheet Booklet is at Appendix 5. Referring to the booklet, the following step-by-step procedures are presented to explain how the worksheets in the booklet are used in the determination process. The procedures are keyed to the items in the worksheets.

### **I. Applicant Information - Worksheet A**

All information requested in this section can be transferred from the applicant's application form.

1. Copy the applicant's name from the application.
2. Copy the applicant's address from the application.
3. Copy the applicant's telephone number(s) from the application.
4. Copy the applicant's date of birth from the application.
5. Copy the applicant's social security number from the application.
6. Copy the applicant's disability(ies) from the application.
7. Indicate whether the disability is permanent (**Life** checked for question 10 on the application); or temporary (**One year** or **Less than one year** checked for question 10 on the application).
8. Copy the type of assistive device(s) used by the applicant as indicated in question 7 on the application.

### **II. Preliminary Eligibility Determination - Worksheets B, C, D, E**

Look at question 9 on the application form to determine which worksheet to use next. For visual impairments, use Worksheet B; for mobility impairments, use Worksheet C; and for cognitive impairments, use Worksheets D and E.

- A. Complete Worksheet B if the application form shows that the applicant has a visual impairment.

1. This information may be found by looking at question 11 in the application. Enter the number which refers to the applicant's level(s) of visual impairment. It is the number in parentheses which follows the type of visual impairment [e.g., Total Blindness (1)]. Insert all referenced numbers in the space provided here.
2. Refer to Appendix 1, Visual Impairment Matrix, to determine preliminary eligibility. Look at the column which corresponds to the level(s) of visual impairment identified above. Each level has a "Cumulative Score" found at the bottom of the column. Mark the box on the worksheet which corresponds to the score(s) for the visual impairment level(s). This will provide a preliminary eligibility determination for the applicant. Note that a "cumulative score" of "B,C\*" or "A,B" means that an applicant is entitled to **conditional** paratransit eligibility.

B. Complete Worksheet C if the application shows that the applicant has a mobility impairment. Look at question 12 on the application:

- Write the answer to question 12a (*Yes* or *No*) in each of the ten spaces across the worksheet.
- Write the answer to question 12b (*Yes* or *No*) in each of the ten spaces across the worksheet.
- Write the answer to question 12c (*Yes* or *No*) in each of the ten spaces across the worksheet.
- Write the answer to question 12d (*Yes* or *No*) in each of the ten spaces across the worksheet.

For each column on the worksheet, compare the answers that were transferred from the application to the *Yes* or *No* answers preprinted on the worksheet. Go to Worksheet F.

When all the preprinted answers match the answers provided by the applicant, the level of mobility impairment has been defined. Using that level, go to Appendix 2, Mobility Impairment Matrices, and find the set of matrices for that level. Scan through the matrices for that level of disability for each trip segment and note all of the **B** and **C** ratings. If there is a "**B**" rating on a segment of the desired trip, the individual may be conditionally eligible for paratransit service. If there is a "**C**" rating on a segment of the desired trip, the individual cannot complete this trip and is therefore eligible for paratransit service. Mark the box on Worksheet C which corresponds to the rating for the mobility impairment level(s). This will provide a preliminary eligibility determination for the applicant. Go to Worksheet F.

C. Complete Worksheets D and E if the application form shows that the applicant has a cognitive impairment. Two worksheets have been developed to make a preliminary eligibility determination. Worksheet D is composed of two parts. Part 1 of Worksheet D is an assessment of the applicant's skills, which is made by the transit

provider staff based on observations made when the applicant fills out the application form. The six questions in Part 1 should be answered by checking the appropriate box after the applicant has completed the application form.

Part 2 of Worksheet D is a tabulation of answers provided by the applicant taken from the application form. Part 2 also has some areas that ask your (the transit provider) feelings about an applicant's abilities, based on certain answers given by the applicant. In these cases, the determination you will have to make should not be difficult.

Worksheet D is self-explanatory and should be completed by the person who sits with the applicant during the application process. Once you have completed Worksheet D, make sure the applicant's name, address, and telephone number are on the worksheet so it can be located if it is separated from the application form.

Worksheet E tabulates the answers that were recorded on Worksheet D so they can be compared with the answers that describe three skill levels for individuals with cognitive impairments. The answers for each question on Worksheet D should be transferred to Worksheet E.

Compare the answers from Worksheet D to the three pre-printed columns (e.g., Level I, Level II, and Level III). Pick the level that is the closest to the answers from Worksheet D. This is the level you will use for the functional assessment. Go to the functional assessment matrices for cognitive impairments in Appendix 3 to determine if the applicant has the functional skills to ride fixed route transit. Scan through the matrices for that level of disability for each trip segment and note all of the "A,B," "B," "B,C" and "C" ratings. If there is an "A,B," "B," or "B,C" rating on a segment of the desired trip, the individual may be conditionally eligible for paratransit service. Go on to Worksheet F. If there is a "C" rating on a segment of the desired trip, the individual cannot complete this trip and is therefore eligible for paratransit service. Mark the box on Worksheet E which corresponds to the rating for the cognitive impairment level(s). This will provide a preliminary eligibility determination for the applicant. Go to Worksheet F.

### III. Conditional Eligibility Determination - Worksheet F

To complete Worksheet F, enter an "X" in Column A for each appropriate area along the ¾ mile radius served by your fixed route service. For example, place an "X" in Column A next to *Residential Neighborhoods* if your fixed route services this environment. If your fixed route services this environment in *snow & ice*, also enter an "X" in Column A next to that category, and so on. The "Xs" you mark for each area will remain constant and may be preprinted on this form once you have surveyed and assessed your transit system/service area.

Refer to question 8 on the application form to complete Column B of Worksheet F. Enter an "X" in each area under Column B for which the applicant reported having travel skills. For example, enter an "X" in Column B next to *Residential Neighborhoods* for applicants who indicated that they can travel in this environment.



**Trips are eligible for paratransit where Column A does not match Column B, i.e., an applicant lacks the skill to travel in either the environments, conditions, or modes that are found along your fixed route service. An applicant is eligible for paratransit on all trips when an "X" in Column A does not have any corresponding "Xs" marked in Column B. Applicants are ineligible for paratransit trips on a given system when Columns A and B are identical (i.e., both have "Xs"). If No Determination can be made is checked, refer the applicant for a Functional Skills Assessment. No Determination can be made should be checked when inconsistencies are identified between the answers provided to questions 6 and 8 on the application form or when inconsistent responses are noted for question 8 on the application form. For example, an individual indicates that he or she negotiates downtown commercial areas, but cannot cross a street with traffic controls.**

#### **IV. Summary Eligibility Determination - Worksheet G**

Go to Worksheet G. For item 1, enter information regarding temporary versus permanent eligibility status, using information from question 10 on the application form.

Enter eligibility status in item 2, using information from the Eligibility Determination section found at the bottom of Worksheet B for visual impairments, Worksheet C for mobility impairments, or Worksheet E for cognitive impairments. Note that applicants who are permanently or temporarily eligible, may also be referred for travel training.

Record conditional status using information from Worksheet F, Conditional Eligibility Determination.

## CHAPTER 4

### TRAVEL TRAINING

Transit providers are not rehabilitation professionals, and probably ought not to focus their in-house travel training efforts on helping individual passengers develop the baseline skills necessary to use a public transit system. Rather, by working pro-actively and cooperatively with local community-based and public agencies, transit providers may help these entities produce clients that are transit-ready, with the appropriate skill set for learning a specific fixed route. Given the range of disabilities transit providers may encounter, and the fact that only the community of professionals working with blindness have national standards for orientation and mobility training, transit providers should be wary of certifying trainers or trainees.

Rather, transit entities should consider focusing in-house efforts on enhanced customer education targeting people with disabilities; increased levels of system familiarity among people with disabilities; training transit-ready individuals how to use a specific route; and, targeted outreach to the staffs of agencies working with people with disabilities. Until agency staff become very familiar with the public transportation resources available to their clients, they cannot effectively incorporate the teaching of public transportation skills into an individual client's plan, or the agency's overall goals and objectives.

Transit providers should build upon passengers' skill sets, developed through participation in community-based programs; and, in some cases, may wish to refer passengers to specific organizations to acquire basic skills. Once a passenger is transit-ready, the transit provider can help the individual learn a specific route or substitute a fixed route trip for a paratransit trip. Transit operators may want to incorporate fare policies, individual trip planning services, or other incentives to help facilitate initial involvement in skills training through a community-based organization and/or the subsequent route-familiarization process.

Currently, there is a Federally funded, comprehensive network of agencies and organizations focusing on providing community-based services to people with disabilities. It is appropriate for transit providers to look toward that network for support and participation in increasing the mobility of people with disabilities.

This directory was compiled as a resource for transit providers. A sampling of national and local organizations were contacted, including agencies that provide travel training, professional organizations, and information clearinghouses. A list was then compiled of resources available for creating a transit training program. This directory contains a description of each organization which could provide a useful resource.

The following agencies are regionally and nationally based, and include professional organizations, advocacy organizations, and information centers. The professional organizations can generally be used as a referral for applicable local organizations in a specific area; advocacy organizations for referrals to local organizations and updates on

current programs; and information centers for articles containing background and current information on travel training on public transit.

**American Foundation for the Blind (AFB)** - The AFB is an agency which works to "enable persons who are blind or visually impaired to achieve equality of access and opportunity that will ensure freedom of choice in their lives." Activities include the development and implementation of public policy and legislation, informational and educational programs, and diversified products and services. The AFB publishes a wide variety of materials, including *The AFB Directory of Services for Blind and Visually Impaired Persons in the United States and Canada*, that lists all the orientation and mobility training (travel training for blind people) programs by state, and *Access to Mass Transit for Blind and Visually Impaired Travelers*, that addresses travel issues for blind and visually impaired persons with a section on making mass transit accessible. The AFB also disseminates a number of publications on orientation and mobility training.

Elga Joffe, National Program Associate  
Chair, ADA Programs  
AFB Toll-Free Hotline  
(800) AFB-LINE (232-5463)  
In NY (212) 502-7636  
Call the Hotline for information on regional offices.

**American Occupational Therapy Association** - The American Occupational Therapy Association (AOTA) is a professional organization for occupational therapists. AOTA does not provide training on how to use transit directly; clients are referred to individual occupational therapists who provide such training when necessary. The agency has a database containing articles on accessibility for disabled persons. The database can be searched for pertinent articles for an \$8 fee, and articles are available for \$2.

American Occupational Therapy Association, (301) 652-2682.

**American Speech-Language-Hearing Association** - The American Speech-Language Hearing Association is an administrative organization serving professionals who work with people with communication disorders. The Association provides clinical, not training information. Occupational therapists associated with the organization would train clients how to use transit when it is necessary.

American Speech-Language-Hearing Association, (301) 897-5700.

**The Arc** - The Arc, formerly the Association for Retarded Citizens, is a volunteer organization dedicated to improving the lives of children and adults with mental retardation and their families. The Arc also fosters research and education regarding the prevention of mental retardation in infants and young children.

The Arc distributes a catalog containing various publications regarding mental retardation. The catalog contains a report titled *Serving Passengers with Cognitive Disabilities: A Training Program for Fixed Route Bus Operators*, intended to help bus operators improve their communication skills and more effectively serve clients with mental retardation and other cognitive disabilities. The report includes both presentations and exercises and is available for \$25.

The Arc, National Headquarters  
500 E. Border Street  
Arlington, TX 76010  
(817) 261-6003, TDD (817) 277-0553

**Eastern Paralyzed Veterans Association (EPVA)** - The Eastern Paralyzed Veterans Association is an organization of veterans with spinal cord injuries working to insure that members are successfully and independently integrated into society. EPVA gathers and disseminates information regarding rehabilitation, medical advances, and veterans benefits; advocates for accessibility in public buildings, homes, and public transportation; and promotes laws and policies which benefit people who are disabled and veterans. The Association has brochures addressing travel training, including one addressing wheelchair accessibility on buses which is targeted for people who use wheelchairs.

Eastern Paralyzed Veterans Association  
(718) 803-3782

**Federal Transit Administration** - The Federal Transit Administration (FTA) is a government agency which administers a program of financial assistance for the providers of urban and rural public mass transportation. The Office of Training and Research has funded organizations which provide this type of training.

Federal Transit Administration  
400 Seventh Street, SW  
Washington, DC 20590  
(202) 366-4043

**Independent Living Research Utilization Project (ILRU)** - The ILRU, located in Houston TX, provides information on independent living. The agency distributes a variety of publications, including a directory of all independent living centers in the U.S. A transit provider could contact the Project or use the directory to identify local independent living centers.

Independent Living Research Utilization Project (ILRU)  
Institute for Rehabilitation  
P.O. Box 20095  
Houston, TX 77225  
(713) 797-0200



**Muscular Dystrophy Association (MDA)** - The MDA funds research in regard to disabilities related to neuromuscular disorders and also funds daily living aids for persons with these disorders. The MDA publishes a bi-monthly journal, *MDA News Magazine* and has local chapters and clinics throughout the country.

Muscular Dystrophy Association  
810 Seventh Avenue  
New York, NY 10019  
(212) 586-0808

**National Clearinghouse on Rehabilitation Training Materials (NCRTM)** - The NCRTM provides information related to rehabilitation aimed primarily at educators who train vocational rehabilitation counselors. Publications disseminated by NCRTM include resource materials on accessible transportation for transit operators, training programs on disability awareness for transit operators, information on transportation counseling for rehabilitation professionals, and *Operational Guidelines for Utilization of Taxicabs for Transportation of Handicapped Individuals*.

National Clearinghouse on Rehabilitation Training Materials (NCRTM)  
Oklahoma State University  
115 Old USDA Building  
Stillwater, OK 74078  
(405) 624-7650

**National Easter Seals Society** - Easter Seals is the parent organization of Project ACTION which funds national demonstration projects on accessibility.

In addition to the publications generated by Project ACTION, Easter Seals has information targeted for bus and subway operators containing information on how to provide better access to transit for people with disabilities. The agency also has a video which is available for \$35.

National Easter Seals Society  
Publications Department  
70 E. Lake Street  
Chicago, IL 60601

**National Information Center for Children and Youth with Disabilities (NICDCY)**  
The Center, funded by the U.S. Department of Education, collects and provides information of use to children and youth with physical disabilities and to people who work with them. The Center functions as a link for people with common concerns, sponsors workshops, and publishes newsletters.

The National Information Center for Children and Youth with Disabilities is currently researching the topic of training people with disabilities to use transit, but the report will not be complete until later in 1995.



National Information Center for Children and Youth with Disabilities  
(NICDCY)  
P.O. Box 1492  
Washington, DC 20013  
(202) 884-8200

**National Library Services for the Blind and Visually Handicapped (NLS)** - The NLS, a division of the Library of Congress, creates Braille and taped books for distribution and also contains a small tactile map collection. Transit providers interested in creating a tactile map could contact NLS in order to locate a manufacturer.

National Library Services for the Blind and Visually Disabled  
(202) 707-0722

**National Rehabilitation Information Center (NARIC)** - NARIC is a research library providing access to information related to rehabilitation, including REHABDATA, a bibliographic database on rehabilitation literature, and ABLEDATA, a database providing listings of adaptive devices for all disabilities. Searches may be performed on the databases, and non-copyrighted documents are available for delivery. NARIC is funded by the National Institute on Disability and Rehabilitation Research (NIDRR). A search of REHABDATA yielded a number of articles related to transit training.

National Rehabilitation Information Center (NARIC)  
8455 Colesville Road, Suite 935  
Silver Spring, MD 20910-3319  
(800) 346-2742 (Voice), (301) 588-9284 (V/TT)  
(301) 587-1967 (Fax)

**Project ACTION** - Project ACTION is a national research and demonstration program which funds demonstration projects to serve as models in implementing the transportation provisions of the ADA, working to foster collaboration between the transit industry and the disability community. Project ACTION is funded by the Federal Transit Administration (FTA) and the U.S. Department of Transportation (USDOT) and is administered by the National Easter Seal Society.

Project ACTION  
1350 New York Avenue, NW, Suite 711  
Washington, DC 20005  
(800) 659-NIAT (Voice/TTY)  
(202) 347-3066

**Self-Help for Hard of Hearing People (Shhh)** - Shhh is a private, non-profit, national organization which provides education about various aspects of hearing loss. The agency has local centers that provide training on how to use transit

systems in various cities. They also provide training on how to use airport systems.

Self-Help for Hard of Hearing People  
7910 Woodmont Avenue, Suite 1200  
Bethesda, MD 20814  
(301) 657-2248

**Transit Cooperative Research Program (TCRP)** - The TCRP has sponsored a report on *Transit Operations for Individuals with Disabilities* (TCRP B-1). The report examines current transit operations for people with disabilities and contains a section on travel training. The travel training section contains a list of transit providers that provide travel training.

Transit Cooperative Research Program  
Transportation Research Board  
National Research Council  
2101 Constitution Avenue, NW  
Washington, DC 20418

The agencies described below are based locally and offer innovative programs to their clients. These organizations are provided as an example of different approaches to transit training and most could be used as resources if the program described matched the needs of transit provider.

**Harmarville Rehabilitation Center, Education Services Department** - The Harmarville Rehabilitation Center distributes a video, *"Road to Access" Travel for the Physically Challenged* which "instructs potential travelers and their companions in methods and techniques for traveling by air, train, bus, and subway."

Harmarville Rehabilitation Center  
Education Services Department  
P.O. Box 11460  
Guys Run Road  
Pittsburgh, PA 15238-0460  
(412) 828-1300  
(412) 826-2742

**The Kennedy Center** - The Kennedy Center, located in Connecticut, provides and coordinates rehabilitation services for people with disabilities, including vocational, recreational, residential, therapeutic, educational, and employment services. The Kennedy Center received a grant from Project ACTION to develop a travel training curriculum, and created People Accessing Community Transportation (PACT). PACT included a travel training guide, an assessment of the feasibility of a "feeder" system from paratransit to fixed route service, and a "Modifications Menu" to ensure that maps, schedules, and signs are accessible to people with disabilities.

People Accessing Community Transportation (PACT)  
The Kennedy Center, Inc.  
184 Garden Street  
Bridgeport, CT 06605  
(203) 332-4535

**MTA New York City Transit** - MTA New York City Transit is the division of the MTA operating bus and subway service in New York City. The Paratransit Division has a Director of Travel Training and is publishing an independent travel brochure which will be available as of April 1995.

The Surface Support Division at NYC Transit has a program allowing groups of 12 or more people to request a wheelchair lift demonstration. A number of agencies in New York have taken advantage of this program, including Mount Sinai Hospital. The Hospital conducts a transit training program for eligible patients, allowing patients to learn how to maneuver a wheelchair onto the lift and how to safely secure a wheelchair onto the bus. The training is conducted by occupational therapists with a NYC Transit bus driver present. This type of training allows people with disabilities to introduce themselves to maneuvering on a bus without the pressure of time constraints.

MTA New York City Transit  
Paratransit Services Division  
130 Livingston Street, Room 9057  
Brooklyn, NY 11201  
(718) 694-3581 (Voice)  
(718) 722-4403 (TTY)  
(718) 722-4401 (Fax)  
MTA New York City Transit  
Surface Support  
(718) 927-8037

**Miami Valley Regional Transit Authority (MVRTA)** - The Miami Valley Travel Authority (MVRTA), in Dayton Ohio, conducts training for people with developmental disabilities and mobility impairments. Training is provided by a staff member for groups and one-on-one. The system has seen a 40% increase in passenger trips by people in wheelchairs, since the travel training program was initiated.

**Moss Rehabilitation Hospital** - Moss, a rehabilitation hospital in Philadelphia, has a Travel Information Service which collects and disseminates worldwide travel accessibility information on travel for leisure.

**New York City Board of Education** - The New York City Board of Education provides a travel training program for special education students, ages 14 to 21. A travel trainer works with each student, allowing one-on-one instruction.

Peggy Groce, Director  
Travel Training Program  
8310 21st Avenue  
Brooklyn, NY 11214  
(718) 266-0085, (718) 996-0309 (Fax)

**Sacramento Regional Transit District (SRTD)** - The SRTD, in Sacramento California, has a travel training program for people with disabilities, targeted toward people with developmental disabilities. The program consists of travel training and facilitated travel.

**The T, Fort Worth, Texas** - The T provides travel training through independent contractors, training people with visual disabilities and people with developmental disabilities. The program integrates travel training with eligibility determination and has a staff person who oversees training and accessibility.

**Vocational Rehabilitation** - Each state maintains a vocational rehabilitation agency which provides training to mentally and physically handicapped people in order to bring them into the workforce and a state agency for blindness services. For information on the state-funded services provided in a specific county, transit providers should contact the local office or the state office, which is usually found in the state capitol.

**Worcester Regional Transit Authority (WRTA)** - The WRTA, in Worcester, Massachusetts, started a travel training program in 1988. The program originally targeted people with developmental disabilities, but has expanded to include senior citizens and people with mobility impairments. The program includes riders trained as "peer guides".

## **CHAPTER 5**

### **SUMMARY**

Determining ADA paratransit eligibility is a complex process. The methodology presented in Chapter 3 simplifies the process by organizing the collection of applicant data and the assessment of that data in a cohesive process of the functional capability of the applicant, together with the accessibility of the transit system.

Please note, however, that the process does not cover the full range of possible implications of a particular impairment or combination of impairments. In making the final determination of an applicant's eligibility, the transit provider should be able to answer the following questions taken from FTA's ADA Paratransit Handbook:

- Does the disability prevent the individual from getting to and from a station/stop at point of origin or destination? If so, then the trip is eligible.
- Can the individual board and utilize the vehicle at the station/stop? If the vehicle is inaccessible, the person is eligible.
- Can the individual independently recognize the destination and disembark? If not, the trip is eligible.
- If a trip involves transfers and connections, are the paths of travel between lines or modes accessible and navigable by the individual? If not, the trip is eligible.

With the above considerations taken into account, the handbook can be used by transit providers to tailor the functions and skills identified from the research to make eligibility determinations. The handbook will benefit the disabled community because it will promote standardization throughout the transit community (i.e., the application of the functions and skills required by various disabilities will have some standardization).





## **GLOSSARY OF TERMS**



## GLOSSARY OF TERMS

*ADA or The Act* refers to the Americans with Disabilities Act of 1990 (Public Law 101-336, 104 Stat. 327, 42 U.S.C. 12101-12213 and 47 U.S.C. 225 and 611), as it may be amended.

*Adventitious Blindness* refers to visual impairments that are acquired after birth.

*Ambulation* refers to traveling by walking, either with or without a mobility assistive device.

*Central Visual Field Loss* refers to an impairment in vision that results in impaired sight in the center of the field of vision.

*Cognitive Impairment* refers to a mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

*Congenital Blindness* refers to a visual impairment that is present at the moment of birth.

*Disability* means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of such an individual; a record of such an impairment; or being regarded as having such an impairment.

*Fixed Route System* means a system of transporting individuals (other than by aircraft), including the provision of designated public transportation service by public entities and the provision of transportation service by private entities, including but not limited to, specified public transportation service, on which a vehicle is operated along a prescribed route according to a fixed schedule.

*Functional Vision* means the sight available for performing activities of daily living.

*Glare Sensitivity* is a disabling sensitivity to glare and bright lights. In the transit environment, this interferes with the ability to read displayed signage - indoors and outdoors.

*Impaired Arm Function* refers to having little or no arm strength or control in either arm.

*Impaired Hand Function* refers to having little or no grasping ability or control in either hand.

*Impaired Lower Limb* refers to having little or no leg strength or control. A mobility assistive device is needed.

*Impaired Upper Limb* refers to impaired arm or hand function.

*Intact Arm Function* refers to having some strength and control in at least one arm.

*Intact Coordination* refers to synchronized, voluntary control of upper limb movement.

*Intact Hand Function* refers to having some grasping strength and finger control in at least one hand.

*Intact Lower Limb* refers to having enough strength and control in both legs to allow walking without a mobility assistive device.

*Legal Blindness* is a term used to define conditions that make individuals eligible for certain government or other benefits and services. An individual who is legally blind has a visual acuity of 20/200 in the better eye with the best correction or a visual field of no more than 20 degrees.

*Light Perception* refers to an impairment in vision that limits sight to the ability to recognize the presence of light and to distinguish between well and poorly lit areas.

*Low Vision* is a clinical diagnostic term used to describe an impaired visual condition that cannot be improved by conventional glasses, medication, or surgery.

*Major Life Activities* are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

*Mildly Blurred and Distorted Vision* refers to an impairment in vision that limits the capacity to recognize details at a distance.

*Mobility Assistive Device* is a device that compensates for lost lower limb function.

*Mobility Impairment* refers to a physical impairment which affects an individual's ability to travel.

*Night Blindness* refers to an impairment related to tunnel vision (the individual sees only a small area in the central portion of the visual field in daylight illumination) and has very little useful vision at night or in dark areas.

*No Upper Limb Function* refers to having impaired arm and hand function.

*Paratransit* is comparable transportation service required by the ADA for individuals with disabilities who are unable to use fixed route transportation systems.

*Partial Loss-of-Limb* is equal to the loss of the entire limb function for travel when partial loss is bilateral. If partial loss is unilateral, then partial loss is less than the loss of the whole limb.

*Physical or Mental Impairment* includes, but is not limited to, such conditions as orthopedic, visual, speech, and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease, tuberculosis, drug addiction and alcoholism.

*Record of such an impairment* means has a history of, or been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

*Severe Glare Sensitivity* refers to an impairment in vision that results in the loss of ability to see details and, at times, objects in brightly lit conditions or when light reflects strongly from a surface.



*Severely Blurred and Distorted Vision* refers to an impairment in vision that limits the capacity to recognize details, even though it is possible to see areas of light and dark, recognize the presence of objects in the environment, or identify familiar objects and people.

*Severely Visually Impaired* is a term used by the National Center for Health Statistics to refer to persons who, by self or proxy, report the inability to read ordinary newsprint, even with correction.

*Total Blindness* refers to the complete absence of vision.

*Tunnel Vision* is an impairment in vision that results in the loss of the ability to see in the peripheral areas of the visual field, i.e., in the upper, lower, and lateral (side) portions of the field.

*Wheeled Mobility* refers to traveling by using a wheelchair (manual or power) or scooter.

*Visual Acuity* refers to the ability of the eye to resolve or form an image in high-contrast detail.

*Visual Field* refers to the area or extent of physical space visible to the eye and is measured in degrees, as an angle.



**APPENDIX 1**

**VISUAL IMPAIRMENT MATRIX**



**APPENDIX 2**  
**MOBILITY IMPAIRMENT MATRICES**





## ASSUMPTIONS

The following assumptions were made in developing the mobility impairment matrices:

- o Assumes that weather conditions are not considered.
- o Where A/C is indicated for "Open Force" - use A for push open doors and use C for pull open doors.
- o Curbs are considered to be a maximum of 2" in height.
- o A rating of B assumes that, if after training, the individual cannot complete the task, the factor is then rated C.
- o Any element that, according to ADA **could** be higher than 34 inches, will be considered inaccessible.



MOBILITY - LEVEL 1

ELEMENT	ACCESSIBILITY FACTORS							
TELEPHONE/MAIL								
Telephone	Controls	Understandability of Message						
	B	A						
TDD	Controls	Understandability of Message	Print					
	N/A	A	A					
FAX	Controls	Understandability of Message	Print					
	B	A	A					
Printed Literature		Understandability of Message	Print	Contrast	Paper			
		A	A	A	A			A

SO - TRIP PLANNING (Cont.)

MOBILITY - LEVEL 1

ELEMENT		ACCESSIBILITY FACTORS						
OVER THE COUNTER								
Doors	Entrance/Exit Approach Area	Width	Open Force					
	A	A	C					
Aisles		Width	Protruding Objects					
		A	A					
Counters	Approachable	Width	Height					
	A	A	A					
Shelves	Approachable		Height					
	A		C					
Printed Literature		Understandability	Print	Contrast	Paper			
		A	A	A	A			
Personal Interface		Understandability						
		A						



MOBILITY - LEVEL 1

ELEMENT		ACCESSIBILITY FACTORS				
ONSITE						
Signs	Location	Understandability of Message	Character Size & Proportions	Contrast	Lighting	
	A	A	A	A	A	
Printed Literature		Understandability	Print	Contrast	Paper	
		A	A	A	A	
Personal Interface		Understandability				
		A				

S1 - ORIGIN TO TRANSIT FACILITY ENTRANCE

MOBILITY - LEVEL 1

ELEMENT		ACCESSIBILITY FACTORS									
Door	Entrance/Exit Approach Area	Width							Opening Force		
	A	A							C		
Aisle		Width				Protruding Objects					
		A				A					
Stairs	Step Size					Open Risers			Nosings	Hand Rails	
	C					N/A			N/A	N/A	
Ramps	Slope	Width				Landings			Edge Protection	Hand Rails	
	A	A				A			A	N/A	
Walks	Slope	Width				Passing Space					
	A	A				A			A		
Curbs	Height	Curb Ramps									
	A	A									
Street Crossing	Islands					Crosswalk			Signals		
	A					A			B		

ELEMENT		ACCESSIBILITY FACTORS						
Trailblazer Signs	Location	Understandability of Message	Character Size	Contrast	Lighting			
	A	A	A	A	A			
Entrance Signs	Mounting Location	Mounting Height	Character Size	Contrast	Lighting	Raised Letter & Braille		
	A	A	A	A	A	A		
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel/Braille	Hall Call Buttons		Emergency Communications
	A	A	A	A	A	C		C
Escalators	Clearwidth	Two Steps Level at Comb Plate		2" Contrast Strip on Steps				
	C	C		C				
Fare Vendors	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation				
	C	A		C				
Fare Gates	Width	Surface of Swinging Gates		Opening Force				
	A	A		C				
PA System		Understandability of Message						
		A						



# S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM

## MOBILITY - LEVEL 1

ELEMENT		ACCESSIBILITY FACTORS									
Door	Entrance/Exit Approach Area	Width							Opening Force		
	A	A							C		
Aisle		Width						Protruding Objects	Surface		
		A					A				
Stairs	Step Size						Open Risers			Nosings	Hand Rails
	C						N/A			N/A	N/A
Ramps	Slope	Width					Landings	Length	Surface	Edge Protection	Hand Rails
	A	A				A		A	A		N/A
Walks	Slope	Width					Passing Space	Protruding Objects	Surface		
	A	A				A		A			
Curbs	Height	Curb Ramps							Surface		
	A	A							A		
Platform Area	Location	Width						Length	Surface	X Slope	
	A	A						A		A	

S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM (Cont.)

MOBILITY - LEVEL 1

ELEMENT		ACCESSIBILITY FACTORS								
Signs/Maps	Location	Understandability of Message	Character Size	Contrast	Lighting					
	A	A	A	A	A					
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel	Hall Call Buttons	Emer. Commun.	Floor Gap (1")		
	A	A	A	A	C	C	C	A		
Escalators	Clearwidth	Two Steps Level At Comb Plate	2" Contrast Strip On Steps							
	C	C	C							
Fare Collection	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation						
	C	A		C						
Fare Gates	Width	Surface of Swinging Gates	Opening Force							
	A	A	C							
PA System		Understandability of Message								
		A								



# S3 - BOARDING PLATFORM TO VEHICLE

## MOBILITY - LEVEL 1

ELEMENT		ACCESSIBILITY FACTORS						
Platform Area	Location	Width		Length	Surface	X Slope		
	A	A		A	A	A		
Detectable Warning	Location	Width	Surface					
	A	A	A					
Curbs	Height	Curb Ramps						
	A	A						
Steps	Step Size		Lighting	Markings		Nosings	Hand Rails	
	C		N/A	N/A		N/A	N/A	
Ramps	Slope	Width	Landings	Length	Surface	Edge Protection	Hand Rails	
	A	A	A	A	A	A	N/A	
Aisle		Width			Surface	Handrails/ Stanchions		
		A			A	A		
Vehicle Fare Collection	Controls	Signs						
	B	A						
Vehicle Seating	Location	Orientation	Signs					
	N/A	N/A	N/A					

# S3 - BOARDING PLATFORM TO VEHICLE (Cont.)

## MOBILITY - LEVEL 1

ELEMENT		ACCESSIBILITY FACTORS						
Vehicle Securement	Location	Orientation	Operating Mechanisms	Signs				
	B	B	C	A				
Lifts	Platform Size	Platform Entrance Ramp						
	A	A						
Vehicle Signs	Location	Understandability of Message	Character Size	Contrast				
	A	A	A	A				
Vehicle Door	Height							
	A							
Vehicle Entrance	Floor Height Difference	Floor Gap (3 inches)						
	A	A						

# S4 - VEHICLE ENROUTE

## MOBILITY - LEVEL 1

ELEMENT		ACCESSIBILITY FACTORS					
	Location	Understandability of Message	Character Size	Contrast	Lighting		
Signs	A	A	A	A	A		
Public Address System		Understandability of Message					
		A					
Stop Request	Location	Controls	Height	Activation Force			
	C	B	C	B			
Personal Interface		Understandability					
		A					



# S0 - TRIP PLANNING

## MOBILITY - LEVEL 2

ELEMENT		ACCESSIBILITY FACTORS									
TELEPHONE/MAIL											
Telephone	Controls	Understandability of Message									
	A	A									
TDD	Controls	Understandability of Message	Print								
	A	A	A								
FAX	Controls	Understandability of Message	Print								
	A	A	A								
Printed Literature		Understandability of Message	Print	Contrast	Paper						
		A	A	A	A						

# SO - TRIP PLANNING (Cont.)

## MOBILITY - LEVEL 2

ELEMENT		ACCESSIBILITY FACTORS					
OVER THE COUNTER							
Doors		Entrance/Exit Approach Area	Width	Open Force			
		A	A	C			
Aisles			Width	Protruding Objects			
			A	A			
Counters		Approachable	Width	Height			
		A	A	A			
Shelves		Approachable		Height			
		A		C			
Printed Literature			Understandability	Print	Contrast	Paper	
			A	A	A	A	
Personal Interface			Understandability				
			A				



# SO - TRIP PLANNING (Cont.)

## MOBILITY - LEVEL 2

ELEMENT		ACCESSIBILITY FACTORS					
ONSITE							
Signs		Location	Understandability of Message	Character Size & Proportions	Contrast	Lighting	
	A		A	A	A	A	
Printed Literature			Understandability	Print	Contrast	Paper	
			A	A	A	A	
Personal Interface			Understandability				
			A				

# S1 - ORIGIN TO TRANSIT FACILITY ENTRANCE

## MOBILITY - LEVEL 2

ELEMENT		ACCESSIBILITY FACTORS									
Door	Entrance/Exit Approach Area	Width								Opening Force	
	A	A								C	
Aisle		Width							Protruding Objects		
		A							A		
Stairs	Step Size								Open Risers	Nosings	Hand Rails
	C								N/A	N/A	N/A
Ramps	Slope	Width							Length	Surface	Edge Protection
	A	A							A	A	N/A
Walks	Slope	Width							Protruding Objects	Surface	
	A	A							A	A	
Curbs	Height	Curb Ramps								Surface	
	A	A								A	
Street Crossing	Islands								Length	Surface	Signals
	A								A	A	A

ACCESSIBILITY FACTORS									
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting				
Trailblazer Signs	A	A	A	A	A				
Entrance Signs	Mounting Location	Mounting Height	Character Size	Contrast	Lighting				
	A	A	A	A	A				
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel/Braille				Emergency Communications
	A	A	A	A	C				C
Escalators	Clearwidth	Two Steps Level at Comb Plate		2" Contrast Strip on Steps					
	C	C		C					
Fare Vendors	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation					
	C	A		C					
Fare Gates	Width	Surface of Swinging Gates		Opening Force					
	A	A		C					
PA System		Understandability of Message							
		A							



# S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM

## MOBILITY - LEVEL 2

ELEMENT		ACCESSIBILITY FACTORS									
Door	Entrance/Exit Approach Area	Width							Opening Force		
	A	A							C		
Aisle		Width						Protruding Objects	Surface		
		A						A			
Stairs	Step Size							Open Risers		Nosings	Hand Rails
	C							N/A		N/A	N/A
Ramps	Slope	Width						Length	Surface	Edge Protection	Hand Rails
	A	A						A	A	A	N/A
Walks	Slope	Width						Protruding Objects	Surface		
	A	A						A	A		
Curbs	Height	Curb Ramps							Surface		
	A	A							A		
Platform Area	Location	Width						Length	Surface	X Slope	
	A	A						A	A	A	

## MOBILITY - LEVEL 2

ELEMENT		ACCESSIBILITY FACTORS								
Signs/Maps	Location	Understandability of Message	Character Size	Contrast	Lighting					
	A	A	A	A	A					
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel	Hall Call Buttons	Emer. Commun.	Floor Gap (1")		
	A	A	A	A	C	C	C	A		
Escalators	Clearwidth	Two Steps Level At Comb Plate	2" Contrast Strip On Steps							
	C	C	C							
Fare Collection	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions	Control Operation							
	C	A	C	C						
Fare Gates	Width	Surface of Swinging Gates	Opening Force							
	A	A	C							
PA System		Understandability of Message								
		A								



# S3 - BOARDING PLATFORM TO VEHICLE

## MOBILITY - LEVEL 2

ELEMENT		ACCESSIBILITY FACTORS						
	Platform Area	Location	Width		Length	Surface	X Slope	
		A	A		A	A	A	
	Detectable Warning	Location	Width	Surface				
		A	A	A				
	Curbs	Height	Curb Ramps					
		A	A					
	Steps	Step Size		Lighting	Markings		Nosings	Hand Rails
		C		N/A	N/A		N/A	N/A
	Ramps	Slope	Width	Landings	Length	Surface	Edge Protection	Hand Rails
		A	A	A	A	A	A	N/A
	Aisle		Width			Surface	Handrails/ Stanchions	
			A			A	A	
	Vehicle Fare Collection	Controls	Signs					
		A	A					
	Vehicle Seating	Location	Orientation	Signs				
		N/A	N/A	N/A				

# S3 - BOARDING PLATFORM TO VEHICLE (Cont.)

## MOBILITY - LEVEL 2

ELEMENT		ACCESSIBILITY FACTORS					
Vehicle Securement	Location	Orientation	Operating Mechanisms	Signs			
	B	B	C	A			
Lifts	Platform Size	Platform Entrance Ramp					
	A	A					
Vehicle Signs	Location	Understandability of Message	Character Size	Contrast			
	A	A	A	A			
Vehicle Door	Height						
	A						
Vehicle Entrance	Floor Height Difference	Floor Gap (3 inches)					
	A	A					

# S4 - VEHICLE ENROUTE

## MOBILITY - LEVEL 2

ELEMENT		ACCESSIBILITY FACTORS					
	Location	Understandability of Message	Character Size	Contrast	Lighting		
Signs	A	A	A	A	A		
Public Address System		Understandability of Message					
		A					
Stop Request	Location	Controls	Height	Activation Force			
	C	A	C	A			
Personal Interface		Understandability					
		A					



# S0 - TRIP PLANNING

## MOBILITY - LEVEL 3

ELEMENT		ACCESSIBILITY FACTORS						
TELEPHONE/MAIL								
Telephone	Controls	Understandability of Message						
	A	A						
TDD	Controls	Understandability of Message	Print					
	A	A	A					
FAX	Controls	Understandability of Message	Print					
	A	A	A					
Printed Literature		Understandability of Message	Print	Contrast	Paper			
		A	A	A	A			

# SO - TRIP PLANNING (Cont.)

## MOBILITY - LEVEL 3

ELEMENT		ACCESSIBILITY FACTORS					
OVER THE COUNTER							
Doors	Entrance/Exit Approach Area	Width	Open Force				
	A	A	C				
Aisles		Width	Protruding Objects				
		A	A				
Counters	Approachable	Width	Height				
	A	A	A				
Shelves	Approachable		Height				
	A		A				
Printed Literature		Understandability	Print	Contrast	Paper		
		A	A	A	A		
Personal Interface		Understandability					
		A					



# SO - TRIP PLANNING (Cont.)

## MOBILITY - LEVEL 3

ELEMENT		ACCESSIBILITY FACTORS					
ONSITE							
Signs	Location	Understandability of Message	Character Size & Proportions	Contrast	Lighting		
	A	A	A	A	A		
Printed Literature		Understandability	Print	Contrast	Paper		
		A	A	A	A		
Personal Interface		Understandability					
		A					

# S1 - ORIGIN TO TRANSIT FACILITY ENTRANCE

## MOBILITY - LEVEL 3

ELEMENT		ACCESSIBILITY FACTORS									
Door	Entrance/Exit Approach Area	Width							Opening Force		
	A	A							C		
Aisle		Width					Protruding Objects				
		A				A					
Stairs	Step Size						Open Risers		Nosings	Hand Rails	
	C					N/A			N/A	N/A	
Ramps	Slope	Width					Length	Surface	Edge Protection	Hand Rails	
	B	A			A		A	A	A	N/A	
Walks	Slope	Width			Passing Space		Protruding Objects	Surface			
	B	A			A		A	A			
Curbs	Height	Curb Ramps						Surface			
	C	B						A			
Street Crossing	Islands				Crosswalk		Length	Surface	Signals		
	B				A		B	A	B		

S1 - ORIGIN TO TRANSIT FACILITY ENTRANCE (Cont.)

MOBILITY - LEVEL 3

ELEMENT		ACCESSIBILITY FACTORS						
Trailblazer Signs	Location	Understandability of Message	Character Size	Contrast	Lighting			
	A	A	A	A	A			
Entrance Signs	Mounting Location	Mounting Height	Character Size	Contrast	Lighting	Raised Letter & Braille		
	A	A	A	A	A	A		
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel/Braille	Hall Call Buttons	Emergency Communications	
	A	A	A	A	C	C	C	
Escalators	Clearwidth	Two Steps Level at Comb Plate	2" Contrast Strip on Steps					
	C	C	C					
Fare Vendors	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions	Control Operation					
	A	A	A					
Fare Gates	Width	Surface of Swinging Gates	Opening Force					
	A	A	C					
PA System		Understandability of Message						
		A						



# S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM

## MOBILITY - LEVEL 3

ELEMENT		ACCESSIBILITY FACTORS									
Door	Entrance/Exit Approach Area	Width							Opening Force		
	A	A							C		
Aisle		Width						Protruding Objects	Surface		
		A						A			
Stairs	Step Size							Open Risers		Nosings	Hand Rails
	C							N/A		N/A	N/A
Ramps	Slope	Width						Length	Surface	Edge Protection	Hand Rails
	B	A						A	A	A	N/A
Walks	Slope	Width						Protruding Objects	Surface		
	B	A						A	A		
Curbs	Height	Curb Ramps							Surface		
	C	B							A		
Platform Area	Location	Width						Length	Surface	X Slope	
	A	A						A	A	A	

S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM (Cont.)

MOBILITY - LEVEL 3

ELEMENT		ACCESSIBILITY FACTORS									
Signs/Maps	Location	Understandability of Message	Character Size	Contrast	Lighting	Hall Call Buttons	Emer. Commun.	Floor Gap (1")			
	A	A	A	A	A						
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel						
	A	A	A	A	C	C	C	A			
Escalators	Clearwidth	Two Steps Level At Comb Plate	2" Contrast Strip On Steps								
	C	C	C								
Fare Collection	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation							
	A	A		A							
Fare Gates	Width	Surface of Swinging Gates	Opening Force								
	A	A	C								
PA System		Understandability of Message									
		A									



# S3 - BOARDING PLATFORM TO VEHICLE

## MOBILITY - LEVEL 3

ELEMENT		ACCESSIBILITY FACTORS						
Platform Area	Location	Width		Length	Surface	X Slope		
	A	A		A	A	A		
Detectable Warning	Location	Width	Surface					
	A	A	A					
Curbs	Height	Curb Ramps						
	C	B						
Steps	Step Size		Lighting	Markings		Nosings	Hand Rails	
	C		N/A	N/A		N/A	N/A	
Ramps	Slope	Width	Landings	Length	Surface	Edge Protection	Hand Rails	
	A	A	A	A	A	A	N/A	
Aisle		Width			Surface	Handrails/ Stanchions		
		A			A	A		
Vehicle Fare Collection	Controls	Signs						
	A	A						
Vehicle Seating	Location	Orientation	Signs					
	N/A	N/A	N/A					

# S3 - BOARDING PLATFORM TO VEHICLE (Cont.)

## MOBILITY - LEVEL 3

ELEMENT		ACCESSIBILITY FACTORS					
Vehicle Securement	Location	Orientation	Operating Mechanisms	Signs			
	B	B	C	A			
Lifts	Platform Size	Platform Entrance Ramp					
	A	B					
Vehicle Signs	Location	Understandability of Message	Character Size	Contrast			
	A	A	A	A			
Vehicle Door	Height						
	A						
Vehicle Entrance	Floor Height Difference	Floor Gap (3 inches)					
	C	B					

# S4 - VEHICLE ENROUTE

## MOBILITY - LEVEL 3

ELEMENT	ACCESSIBILITY FACTORS						
Signs	Location	Understandability of Message	Character Size	Contrast	Lighting		
	A	A	A	A	A		
Public Address System		Understandability of Message					
		A					
Stop Request	Location	Controls	Height	Activation Force			
	C	A	C	B			
Personal Interface		Understandability					
		A					



# S0 - TRIP PLANNING

## MOBILITY - LEVEL 4

ELEMENT		ACCESSIBILITY FACTORS									
TELEPHONE/MAIL											
Telephone	Controls	Understandability of Message									
	A	A									
TDD	Controls	Understandability of Message	Print								
	A	A	A								
FAX	Controls	Understandability of Message	Print								
	A	A	A								
Printed Literature		Understandability of Message	Print	Contrast					Paper		
		A	A	A					A		



# SO - TRIP PLANNING (Cont.)

## MOBILITY - LEVEL 4

ELEMENT		ACCESSIBILITY FACTORS						
OVER THE COUNTER								
Doors	Entrance/Exit Approach Area	Width	Open Force					
	A	A	B					
Aisles		Width	Protruding Objects					
		A	A					
Counters	Approachable	Width	Height					
	A	A	A					
Shelves	Approachable		Height					
	A		C					
Printed Literature		Understandability	Print	Contrast	Paper			
		A	A	A	A			
Personal Interface		Understandability						
		A						

# SO - TRIP PLANNING (Cont.)

## MOBILITY - LEVEL 4

ELEMENT		ACCESSIBILITY FACTORS				
ONSITE						
Signs	Location	Understandability of Message	Character Size & Proportions	Contrast	Lighting	
	A	A	A	A	A	
Printed Literature		Understandability	Print	Contrast	Paper	
		A	A	A	A	
Personal Interface		Understandability				
		A				

# S1 - ORIGIN TO TRANSIT FACILITY ENTRANCE

## MOBILITY - LEVEL 4

ELEMENT		ACCESSIBILITY FACTORS									
Door	Entrance/Exit Approach Area	Width							Opening Force		
	A	A							B		
Aisle		Width					Protruding Objects				
		A				A					
Stairs	Step Size						Open Risers		Nosings		Hand Rails
	C						N/A		N/A		N/A
Ramps	Slope	Width					Length	Surface	Edge Protection		Hand Rails
	B	A					B	A	A		N/A
Walks	Slope	Width					Protruding Objects	Surface			
	A	A					A	A			
Curbs	Height	Curb Ramps						Surface			
	B	B						A			
Street Crossing	Islands						Length	Surface	Signals		
	B						B	A	A		



S1 - ORIGIN TO TRANSIT FACILITY ENTRANCE (Cont.)

MOBILITY - LEVEL 4

ACCESSIBILITY FACTORS									
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting				
Trailblazer Signs	A	A	A	A	A				
Entrance Signs	Mounting Location	Mounting Height	Character Size	Contrast	Lighting	Raised Letter & Braille			
	A	A	A	A	A	A			
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel/Braille	Hall Call Buttons			Emergency Communications
	A	A	A	A	C	C			C
Escalators	Clearwidth	Two Steps Level at Comb Plate		2" Contrast Strip on Steps					
	C	C		C					
Fare Vendors	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation					
	A	A	A	A					
Fare Gates	Width	Surface of Swinging Gates		Opening Force					
	A	A	A	B					
PA System		Understandability of Message							
		A							



# S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM

## MOBILITY - LEVEL 4

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	A	A						B	
Aisle		Width				Protruding Objects	Surface		
		A				A	A		
Stairs	Step Size					Open Risers		Nosings	Hand Rails
	C					N/A		N/A	N/A
Ramps	Slope	Width			Landings	Length	Surface	Edge Protection	Hand Rails
	B	A		A		B	A	A	N/A
Walks	Slope	Width		Passing Space		Protruding Objects	Surface		
	A	A		A		A	A		
Curbs	Height	Curb Ramps					Surface		
	B	B					A		
Platform Area	Location	Width				Length	Surface	X Slope	
	A	A				A	A	A	

S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM (Cont.)

MOBILITY - LEVEL 4

ACCESSIBILITY FACTORS									
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting				
Signs/Maps									
	A	A	A	A	A				
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel	Hall Call Buttons	Emer. Commun.	Floor Gap (1")	
	A	A	A	A	C	C	C	A	
Escalators	Clearwidth	Two Steps Level At Comb Plate	2" Contrast Strip On Steps						
	C	C	C						
Fare Collection	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions	Control Operation						
	A	A	A						
Fare Gates	Width	Surface of Swinging Gates	Opening Force						
	A	A	B						
PA System		Understandability of Message							
		A							

# S3 - BOARDING PLATFORM TO VEHICLE

## MOBILITY - LEVEL 4

ELEMENT	ACCESSIBILITY FACTORS						
	Location	Width		Length	Surface	X Slope	
Platform Area							
	A	A		A	A	A	
Detectable Warning	Location	Width	Surface				
	A	A	A				
Curbs	Height	Curb Ramps					
	B	B					
Steps	Step Size		Lighting	Markings		Nosings	Hand Rails
	C		N/A	N/A		N/A	N/A
Ramps	Slope	Width	Landings	Length	Surface	Edge Protection	Hand Rails
	B	A	A	B	A	A	N/A
Aisle		Width			Surface	Handrails/ Stanchions	
		A			A	A	
Vehicle Fare Collection	Controls	Signs					
	A	A					
Vehicle Seating	Location	Orientation	Signs				
	N/A	N/A	N/A				



# S3 - BOARDING PLATFORM TO VEHICLE (Cont.)

## MOBILITY - LEVEL 4

ELEMENT		ACCESSIBILITY FACTORS						
Vehicle Securement	Location	Orientation	Operating Mechanisms	Signs				
	B	B	C	A				
Lifts	Platform Size	Platform Entrance Ramp						
	A	B						
Vehicle Signs	Location	Understandability of Message	Character Size	Contrast				
	A	A	A	A				
Vehicle Door	Height							
	A							
Vehicle Entrance	Floor Height Difference	Floor Gap (3 inches)						
	B	B						



# S4 - VEHICLE ENROUTE

## MOBILITY - LEVEL 4

ACCESSIBILITY FACTORS							
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting		
Signs	A	A	A	A	A		
Public Address System		Understandability of Message					
		A					
Stop Request	Location	Controls	Height	Activation Force			
	C	A	C	A			
Personal Interface		Understandability					
		A					

MOBILITY - LEVEL 5

ELEMENT		ACCESSIBILITY FACTORS							
TELEPHONE/MAIL									
Telephone	Controls	Understandability of Message							
	A	A							
TDD	Controls	Understandability of Message	Print						
	A	A	A						
FAX	Controls	Understandability of Message	Print						
	A	A	A						
Printed Literature		Understandability of Message	Print	Contrast		Paper			
		A	A	A		A			

# SO - TRIP PLANNING (Cont.)

## MOBILITY - LEVEL 5

ELEMENT		ACCESSIBILITY FACTORS					
OVER THE COUNTER							
Doors	Entrance/Exit Approach Area	Width	Open Force				
	A	A	B				
Aisles		Width	Protruding Objects				
		A	A				
Counters	Approachable	Width	Height				
	A	A	A				
Shelves	Approachable		Height				
	A		A				
Printed Literature		Understandability	Print	Contrast	Paper		
		A	A	A	A		
Personal Interface		Understandability					
		A					

MOBILITY - LEVEL 5

ELEMENT		ACCESSIBILITY FACTORS					
ONSITE							
Signs		Location	Understandability of Message	Character Size & Proportions	Contrast	Lighting	
	A		A	A	A	A	
Printed Literature			Understandability	Print	Contrast	Paper	
			A	A	A	A	
Personal Interface			Understandability				
			A				



# S1 - ORIGIN TO TRANSIT FACILITY ENTRANCE

## MOBILITY - LEVEL 5

ELEMENT		ACCESSIBILITY FACTORS									
Door	Entrance/Exit Approach Area	Width							Opening Force		
	A	A							C		
Aisle		Width				Protruding Objects					
		A				A					
Stairs	Step Size					Open Risers			Nosings	Hand Rails	
	B								B	C	
Ramps	Slope	Width				Landings	Length	Surface	Edge Protection	Hand Rails	
	A	A				A	A	A	A	N/A	
Walks	Slope	Width				Passing Space	Protruding Objects	Surface			
	A	A				A	A	A			
Curbs	Height	Curb Ramps						Surface			
	B	A						A			
Street Crossing	Islands					Crosswalk	Length	Surface	Signals		
	A					B	B	A	B		

ACCESSIBILITY FACTORS								
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting			
Trailblazer Signs								
	A	A	A	A	A			
Entrance Signs	Mounting Location	Mounting Height	Character Size	Contrast	Lighting	Raised Letter & Braille		
	A	A	A	A	A	A		
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel/Braille	Hall Call Buttons		Emergency Communications
	A	A	A	A	B	B		B
Escalators	Clearwidth	Two Steps Level at Comb Plate		2" Contrast Strip on Steps				
	A	A		A				
Fare Vendors	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation				
	A	A		B				
Fare Gates	Width	Surface of Swinging Gates		Opening Force				
	A	A		B				
PA System		Understandability of Message						
		A						



# S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM

## MOBILITY - LEVEL 5

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	A	A						B	
Aisle		Width			Protruding Objects	Surface			
		A			A	A			
Stairs	Step Size				Open Risers			Nosings	Hand Rails
	B							B	C
Ramps	Slope	Width			Landings	Length	Surface	Edge Protection	Hand Rails
	A	A			A	A	A	A	N/A
Walks	Slope	Width			Passing Space	Protruding Objects	Surface		
	A	A			A	A	A		
Curbs	Height	Curb Ramps					Surface		
	B	A					A		
Platform Area	Location	Width				Length	Surface	X Slope	
	A	A				A	A	A	

## MOBILITY - LEVEL 5

ELEMENT		ACCESSIBILITY FACTORS								
Signs/Maps	Location	Understandability of Message	Character Size	Contrast	Lighting					
	A	A	A	A	A					
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel	Hall Call Buttons	Emer. Commun.			Floor Gap (1")
	A	A	A	A	B	B	B			B
Escalators	Clearwidth	Two Steps Level At Comb Plate	2" Contrast Strip On Steps							
	A	A	A							
Fare Collection	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions	Control Operation							
	A	A	B							
Fare Gates	Width	Surface of Swinging Gates	Opening Force							
	A	A	B							
PA System		Understandability of Message								
		A								



# S3 - BOARDING PLATFORM TO VEHICLE

## MOBILITY - LEVEL 5

ELEMENT		ACCESSIBILITY FACTORS						
	Platform Area	Location	Width		Length	Surface	X Slope	
		A	A		A	A	A	
	Detectable Warning	Location	Width	Surface				
		A	A	A				
	Curbs	Height	Curb Ramps			Surface		
		B	A			A		
	Steps	Step Size		Lighting	Markings		Nosings	Hand Rails
		B		N/A	N/A		B	C
	Ramps	Slope	Width	Landings	Length	Surface	Edge Protection	Hand Rails
		B	A	A	A	A	A	N/A
	Aisle		Width			Surface	Handrails/ Stanchions	
			A			A	A	
	Vehicle Fare Collection	Controls	Signs					
		B	A					
	Vehicle Seating	Location	Orientation	Signs				
		A	A	A				

MOBILITY - LEVEL 5

ELEMENT		ACCESSIBILITY FACTORS						
Vehicle Securement	Location	Orientation	Operating Mechanisms	Signs				
	N/A	N/A	B	A				
Lifts	Platform Size	Platform Entrance Ramp						
	A	A						
Vehicle Signs	Location	Understandability of Message	Character Size	Contrast				
	A	A	A	A				
Vehicle Door	Height							
	A							
Vehicle Entrance	Floor Height Difference	Floor Gap (3 inches)						
	B	B						

# S4 - VEHICLE ENROUTE

## MOBILITY - LEVEL 5

ELEMENT		ACCESSIBILITY FACTORS					
Signs	Location	Understandability of Message	Character Size	Contrast	Lighting		
	A	A	A	A	A		
Public Address System		Understandability of Message					
		A					
Stop Request	Location	Controls	Height	Activation Force			
	B	B	B	B			
Personal Interface		Understandability					
		A					



MOBILITY - LEVEL 6

ELEMENT		ACCESSIBILITY FACTORS									
TELEPHONE/MAIL											
Telephone	Controls	Understandability of Message									
	A	A									
TDD	Controls	Understandability of Message	Print								
	A	A	A								
FAX	Controls	Understandability of Message	Print								
	A	A	A								
Printed Literature		Understandability of Message	Print	Contrast		Paper					
		A	A	A		A					A



# SO - TRIP PLANNING (Cont.)

## MOBILITY - LEVEL 6

ELEMENT		ACCESSIBILITY FACTORS						
OVER THE COUNTER								
Doors	Entrance/Exit Approach Area	Width	Open Force					
	A	A	B					
Aisles		Width	Protruding Objects					
		A	A					
Counters	Approachable	Width	Height					
	A	A	A					
Shelves	Approachable		Height					
	A		A					
Printed Literature		Understandability	Print	Contrast	Paper			
		A	A	A	A			
Personal Interface		Understandability						
		A						

MOBILITY - LEVEL 6

ELEMENT		ACCESSIBILITY FACTORS						
ONSITE								
Signs		Location	Understandability of Message	Character Size & Proportions	Contrast		Lighting	
	A		A	A	A		A	
Printed Literature			Understandability	Print	Contrast		Paper	
			A	A	A		A	
Personal Interface			Understandability					
			A					

# S1 - ORIGIN TO TRANSIT FACILITY ENTRANCE

## MOBILITY - LEVEL 6

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	A	A						B	
Aisle		Width			Protruding Objects				
		A			A				
Stairs	Step Size				Open Risers			Nosings	Hand Rails
	B				B			B	B
Ramps	Slope	Width			Landings	Length	Surface	Edge Protection	Hand Rails
	A	A			A	B	A	A	N/A
Walks	Slope	Width			Passing Space	Protruding Objects	Surface		
	A	A			A	A	A		
Curbs	Height	Curb Ramps					Surface		
	B	A					A		
Street Crossing	Islands				Crosswalk	Length	Surface	Signals	
	A				B	B	A	A	



ELEMENT		ACCESSIBILITY FACTORS						
Trailblazer Signs	Location	Understandability of Message	Character Size	Contrast	Lighting			
	A	A	A	A	A			
Entrance Signs	Mounting Location	Mounting Height	Character Size	Contrast	Lighting	Raised Letter & Braille		
	A	A	A	A	A	A		
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel/Braille	Hall Call Buttons	Emergency Communications	
	A	A	A	A	A	A	A	
Escalators	Clearwidth	Two Steps Level at Comb Plate		2" Contrast Strip on Steps				
	A	A		A				
Fare Vendors	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation				
	A	A		A				
Fare Gates	Width	Surface of Swinging Gates		Opening Force				
	A	A		B				
PA System		Understandability of Message						
		A						



S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM

MOBILITY - LEVEL 6

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width							
Door	A	A						Opening Force	
Aisle		Width			Protruding Objects	Surface		B	
		A			A	A			
Stairs	Step Size				Open Risers			Nosings	Hand Rails
	B							B	B
Ramps	Slope	Width		Landings	Length	Surface		Edge Protection	Hand Rails
	A	A		A	A	A		A	N/A
Walks	Slope	Width		Passing Space	Protruding Objects	Surface			
	A	A		A	A	A			
Curbs	Height	Curb Ramps				Surface			
	B	A				A			
Platform Area	Location	Width			Length	Surface		X Slope	
	A	A			A	A		A	

## MOBILITY - LEVEL 6

ELEMENT		ACCESSIBILITY FACTORS								
Signs/Maps	Location	Understandability of Message	Character Size	Contrast	Lighting					
	A	A	A	A	A					
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel	Hall Call Buttons	Emer. Commun.	Floor Gap (1")		
	A	A	A	A	A	A	A	B		
Escalators	Clearwidth	Two Steps Level At Comb Plate	2" Contrast Strip On Steps							
	A	A	A							
Fare Collection	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions	Control Operation							
	A	A	A							
Fare Gates	Width	Surface of Swinging Gates	Opening Force							
	A	A	B							
PA System		Understandability of Message								
		A								

# S3 - BOARDING PLATFORM TO VEHICLE

## MOBILITY - LEVEL 6

ELEMENT		ACCESSIBILITY FACTORS							
Platform Area	Location	Width		Length	Surface	X Slope			
	A	A		A	A	A			
Detectable Warning	Location	Width	Surface						
	B	A	A						
Curbs	Height	Curb Ramps			Surface				
	B	A			A				
Steps	Step Size		Lighting	Markings		Nosings		Hand Rails	
	B		N/A	N/A		B		B	
Ramps	Slope	Width	Landings	Length	Surface	Edge Protection		Hand Rails	
	B	A	A	A	A	A		N/A	
Aisle		Width			Surface	Handrails/ Stanchions			
		A			A	A			
Vehicle Fare Collection	Controls	Signs							
	A	A							
Vehicle Seating	Location	Orientation	Signs						
	A	A	A						



MOBILITY - LEVEL 6

ELEMENT		ACCESSIBILITY FACTORS						
Vehicle Securement	Location	Orientation	Operating Mechanisms	Signs				
	N/A	N/A	B	A				
Lifts	Platform Size	Platform Entrance Ramp						
	A	A						
Vehicle Signs	Location	Understandability of Message	Character Size	Contrast				
	A	A	A	A				
Vehicle Door	Height							
	A							
Vehicle Entrance	Floor Height Difference	Floor Gap (3 inches)						
	B	B						



# S4 - VEHICLE ENROUTE

## MOBILITY - LEVEL 6

ACCESSIBILITY FACTORS							
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting		
Signs							
	A	A	A	A	A		
Public Address System		Understandability of Message					
		A					
Stop Request	Location	Controls	Height	Activation Force			
	A	A	A	A			
Personal Interface		Understandability					
		A					

MOBILITY - LEVEL 7

ELEMENT		ACCESSIBILITY FACTORS						
TELEPHONE/MAIL								
Telephone	Controls	Understandability of Message						
	A	A						
TDD	Controls	Understandability of Message	Print					
	A	A	A					
FAX	Controls	Understandability of Message	Print					
	A	A	A					
Printed Literature		Understandability of Message	Print	Contrast		Paper		
		A	A	A		A		A

# SO - TRIP PLANNING (Cont.)

## MOBILITY - LEVEL 7

ELEMENT		ACCESSIBILITY FACTORS					
OVER THE COUNTER							
Doors	Entrance/Exit Approach Area	Width	Open Force				
	A	A	B				
Aisles		Width	Protruding Objects				
		A	A				
Counters	Approachable	Width	Height				
	A	A	B				
Shelves	Approachable		Height				
	A		B				
Printed Literature		Understandability	Print	Contrast	Paper		
		A	A	A	A		
Personal Interface		Understandability					
		A					

ELEMENT		ACCESSIBILITY FACTORS				
ONSITE						
Signs		Location	Understandability of Message	Character Size & Proportions	Contrast	Lighting
		A	A	A	A	A
Printed Literature			Understandability	Print	Contrast	Paper
			A	A	A	A
Personal Interface			Understandability			
			A			



# S1 - ORIGIN TO TRANSIT FACILITY ENTRANCE

## MOBILITY - LEVEL 7

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	A	A						B	
Aisle		Width			Protruding Objects				
		A			A				
Stairs	Step Size				Open Risers			Nosings	Hand Rails
	A				N/A			N/A	N/A
Ramps	Slope	Width		Landings	Length	Surface		Edge Protection	Hand Rails
	A	A		A	A	A		A	N/A
Walks	Slope	Width		Passing Space	Protruding Objects	Surface			
	A	A		A	A	A			
Curbs	Height	Curb Ramps				Surface			
	A	A				A			
Street Crossing	Islands			Crosswalk	Length	Surface		Signals	
	A			A	A	A		B	

ELEMENT		ACCESSIBILITY FACTORS							
Trailblazer Signs	Location	Understandability of Message	Character Size	Contrast	Lighting				
	A	A	A	A	A				
Entrance Signs	Mounting Location	Mounting Height	Character Size	Contrast	Lighting	Raised Letter & Braille			
	A	A	A	A	A				
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel/Braille	Hall Call Buttons		Emergency Communications	
	A	A	A	A	B	B		B	
Escalators	Clearwidth	Two Steps Level at Comb Plate		2" Contrast Strip on Steps					
	A	A		A					
Fare Vendors	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation					
	A	A		B					
Fare Gates	Width	Surface of Swinging Gates		Opening Force					
	A	A		B					
PA System		Understandability of Message							
		A							



# S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM

## MOBILITY - LEVEL 7

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	A	A						B	
Aisle		Width				Protruding Objects	Surface		
		A				A	A		
Stairs	Step Size					Open Risers		Nosings	Hand Rails
	A					N/A		N/A	N/A
Ramps	Slope	Width			Landings	Length	Surface	Edge Protection	Hand Rails
	A	A			A	A	A	A	N/A
Walks	Slope	Width			Passing Space	Protruding Objects	Surface		
	A	A			A	A	A		
Curbs	Height	Curb Ramps					Surface		
	A	A					A		
Platform Area	Location	Width				Length	Surface	X Slope	
	A	A				A	A	A	

## MOBILITY - LEVEL 7

ACCESSIBILITY FACTORS									
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting				
Signs/Maps									
	A	A	A	A	A				
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel	Hall Call Buttons	Emer. Commun.	Floor Gap (1")	
	A	A	A	A	B	B	B	A	
Escalators	Clearwidth	Two Steps Level At Comb Plate	2" Contrast Strip On Steps						
	A	A	A						
Fare Collection	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation					
	A	A		B					
Fare Gates	Width	Surface of Swinging Gates	Opening Force						
	A	A	B						
PA System		Understandability of Message							
		A							



# S3 - BOARDING PLATFORM TO VEHICLE

## MOBILITY - LEVEL 7

ELEMENT		ACCESSIBILITY FACTORS						
Platform Area	Location	Width		Length	Surface	X Slope		
	A	A		A	A	A		
Detectable Warning	Location	Width	Surface					
	A	A	A					
Curbs	Height	Curb Ramps			Surface			
	A	A			A			
Steps	Step Size		Lighting	Markings		Nosings	Hand Rails	
	A		N/A	N/A		N/A	N/A	
Ramps	Slope	Width	Landings	Length	Surface	Edge Protection	Hand Rails	
	A	A	A	A	A	A	N/A	
Aisle		Width			Surface	Handrails/ Stanchions		
		A			A	N/A		
Vehicle Fare Collection	Controls	Signs						
	B	A						
Vehicle Seating	Location	Orientation	Signs					
	A	A	A					

MOBILITY - LEVEL 7

ELEMENT		ACCESSIBILITY FACTORS						
Vehicle Securement	Location	Orientation	Operating Mechanisms	Signs				
	N/A	N/A	B	A				
Lifts	Platform Size	Platform Entrance Ramp						
	N/A	N/A						
Vehicle Signs	Location	Understandability of Message	Character Size	Contrast				
	A	A	A	A				
Vehicle Door	Height							
	A							
Vehicle Entrance	Floor Height Difference	Floor Gap (3 inches)						
	A	A						

# S4 - VEHICLE ENROUTE

## MOBILITY - LEVEL 7

ACCESSIBILITY FACTORS							
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting		
Signs	A	A	A	A	A		
Public Address System		Understandability of Message					
		A					
Stop Request	Location	Controls	Height	Activation Force			
	B	B	B	B			
Personal Interface		Understandability					
		A					

## MOBILITY - LEVEL 8

ELEMENT		ACCESSIBILITY FACTORS						
TELEPHONE/MAIL								
Telephone	Controls	Understandability of Message						
	A	A						
TDD	Controls	Understandability of Message	Print					
	A	A	A					
FAX	Controls	Understandability of Message	Print					
	A	A	A					
Printed Literature		Understandability of Message	Print	Contrast	Paper			
		A	A	A	A			



# SO - TRIP PLANNING (Cont.)

## MOBILITY - LEVEL 8

ELEMENT		ACCESSIBILITY FACTORS						
OVER THE COUNTER								
Doors		Entrance/Exit Approach Area	Width	Open Force				
		A	A	A/C				
Aisles			Width	Protruding Objects				
			A	A				
Counters		Approachable	Width	Height				
		A	A	C				
Shelves		Approachable		Height				
		A		C				
Printed Literature			Understandability	Print	Contrast	Paper		
			A	A	A	A		
Personal Interface			Understandability					
			A					

MOBILITY - LEVEL 8

ELEMENT		ACCESSIBILITY FACTORS				
ONSITE						
Signs	Location	Understandability of Message	Character Size & Proportions	Contrast	Lighting	
	A	A	A	A	A	
Printed Literature		Understandability	Print	Contrast	Paper	
		A	A	A	A	
Personal Interface		Understandability				
		A				

# S1 - ORIGIN TO TRANSIT FACILITY ENTRANCE

## MOBILITY - LEVEL 8

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	A	A						A/C	
Aisle		Width			Protruding Objects				
		A			A				
Stairs	Step Size				Open Risers			Nosings	Hand Rails
	A				N/A			N/A	N/A
Ramps	Slope	Width		Landings	Length		Surface	Edge Protection	Hand Rails
	A	A	A		A		A	A	N/A
Walks	Slope	Width		Passing Space	Protruding Objects		Surface		
	A	A	A		A		A		
Curbs	Height	Curb Ramps					Surface		
	A	A							
Street Crossing	Islands			Crosswalk	Length		Surface	Signals	
	A		A		A		A	C	



ELEMENT		ACCESSIBILITY FACTORS						
Trailblazer Signs	Location	Understandability of Message	Character Size	Contrast	Lighting			
	A	A	A	A	A			
Entrance Signs	Mounting Location	Mounting Height	Character Size	Contrast	Lighting	Raised Letter & Braille		
	A	A	A	A	A	A		
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel/Braille	Hall Call Buttons		Emergency Communications
	A	A	A	A	B	B		C
Escalators	Clearwidth	Two Steps Level at Comb Plate		2" Contrast Strip on Steps				
	A	A		A				
Fare Vendors	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation				
	C	C		C				
Fare Gates	Width	Surface of Swinging Gates		Opening Force				
	A	A		A/C				
PA System		Understandability of Message						
	A	A						



# S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM

## MOBILITY - LEVEL 8

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	A	A						A/C	
Aisle		Width				Protruding Objects	Surface		
		A				A	A		
Stairs	Step Size					Open Risers		Nosings	Hand Rails
	A					N/A		N/A	N/A
Ramps	Slope	Width			Landings	Length	Surface	Edge Protection	Hand Rails
	A	A		A	A	A	A	A	N/A
Walks	Slope	Width		Passing Space		Protruding Objects	Surface		
	A	A		A		A	A		
Curbs	Height	Curb Ramps					Surface		
	A	A					A		
Platform Area	Location	Width				Length	Surface	X Slope	
	A	A				A	A	A	

## MOBILITY - LEVEL 8

ACCESSIBILITY FACTORS									
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting				
Signs/Maps									
	A	A	A	A	A				
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel	Hall Call Buttons	Emer. Commun.	Floor Gap (1")	
	A	A	A	A	B	B	C	A	
Escalators	Clearwidth	Two Steps Level At Comb Plate	2" Contrast Strip On Steps						
	A	A	A						
Fare Collection	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions	Control Operation						
	C	C	C						
Fare Gates	Width	Surface of Swinging Gates	Opening Force						
	A	A	A/C						
PA System		Understandability of Message							
		A							

# S3 - BOARDING PLATFORM TO VEHICLE

## MOBILITY - LEVEL 8

ELEMENT		ACCESSIBILITY FACTORS						
Platform Area	Location	Width		Length	Surface	X Slope		
	A	A		A	A	A		
Detectable Warning	Location	Width	Surface					
	A	A	A					
Curbs	Height	Curb Ramps			Surface			
	A	A			A			
Steps	Step Size		Lighting	Markings		Nosings	Hand Rails	
	A		A	A		A	N/A	
Ramps	Slope	Width	Landings	Length	Surface	Edge Protection	Hand Rails	
	A	A	A	A	A	A	N/A	
Aisle		Width			Surface	Handrails/ Stanchions		
		A			A	A		
Vehicle Fare Collection	Controls	Signs						
	C	A						
Vehicle Seating	Location	Orientation	Signs					
	A	A	A					



## MOBILITY - LEVEL 8

ELEMENT	ACCESSIBILITY FACTORS					
	Location	Orientation	Operating Mechanisms	Signs		
Vehicle Securement						
	N/A	N/A	C	A		
Lifts						
	Platform Size	Platform Entrance Ramp				
	N/A	N/A				
Vehicle Signs						
	Location	Understandability of Message	Character Size	Contrast		
	A	A	A	A		
Vehicle Door						
	Height					
	A					
Vehicle Entrance						
	Floor Height Difference	Floor Gap (3 inches)				
	A	A				



# S4 - VEHICLE ENROUTE

## MOBILITY - LEVEL 8

ELEMENT		ACCESSIBILITY FACTORS						
Signs	Location	Understandability of Message	Character Size	Contrast	Lighting			
	A	A	A	A	A			
Public Address System		Understandability of Message						
		A						
Stop Request	Location	Controls	Height	Activation Force				
	B	B	B	B				
Personal Interface		Understandability						
		A						

**APPENDIX 3**

**COGNITIVE IMPAIRMENT MATRICES**



## COGNITIVE - LEVEL I

ELEMENT		ACCESSIBILITY FACTORS							
TELEPHONE/MAIL									
Telephone		Controls	Understandability of Message						
		A/B	A/B						
TDD		Controls	Understandability of Message	Print					
		N/A	N/A	N/A					
FAX		Controls	Understandability of Message	Print					
		A/B	A/B	A/B					
Printed Literature			Understandability of Message	Print	Contrast	Paper			
			A/B	A/B	A	N/A			



# SO - TRIP PLANNING (Cont.)

## COGNITIVE - LEVEL I

ELEMENT		ACCESSIBILITY FACTORS						
OVER THE COUNTER								
Doors		Entrance/Exit Approach Area	Width	Open Force				
		A	A	A				
Aisles			Width	Protruding Objects				
			A	A				
Counters		Approachable	Width	Height				
		A	A	A				
Shelves		Approachable		Height				
		A		A				
Printed Literature			Understandability	Print	Contrast	Paper		
			A/B	A	A	N/A		
Personal Interface			Understandability					
			A/B					

COGNITIVE - LEVEL I

ELEMENT		ACCESSIBILITY FACTORS				
ONSITE						
Signs		Location	Understandability of Message	Character Size & Proportions	Contrast	Lighting
	A		A/B	A	A	A
Printed Literature			Understandability	Print	Contrast	Paper
			A/B	A/B	A	N/A
Personal Interface			Understandability			
			A/B			

## SO - NOTES

### Ratings:

- o A/B - individual may require minimal training, i.e., being accompanied with a trainer, friend, or family on common and irregular travel routes once or twice.
- o B/C - individual would require training/assistance to learn the trip segment, and may or may not become independent.

### Assumptions:

- o Understandability of message - messages are simple and clear.
- o Printed literature is formatted to be easily understood.
- o Fax message is clear, simple and personalized to respond to a specific inquiry made by a customer.
- o Personnel dealing with the public have specialized training in presenting information in an appropriate manner for customers with different abilities.
- o If signage is highly visible and illuminated to the general public, including persons with cognitive impairments, the element is more "accessible," user friendly.

## COGNITIVE - LEVEL I

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	A	A						A	
Aisle		Width			Protruding Objects				
		A			A				
Stairs	Step Size				Open Risers			Nosings	Hand Rails
	A				A			A	A
Ramps	Slope	Width			Landings			Edge Protection	Hand Rails
	A	A			A			A	A
Walks	Slope	Width			Passing Space				
	A	A			A				
Curbs	Height	Curb Ramps							
	A	A							
Street Crossing	Islands				Crosswalk			Signals	
	A/B				A/B			A/B	



S1 - ORIGIN TO TRANSIT FACILITY ENTRANCE (Cont.)

COGNITIVE - LEVEL I

ELEMENT		ACCESSIBILITY FACTORS						
Trailblazer Signs	Location	Understandability of Message	Character Size	Contrast	Lighting			
	A/B	A/B	A	A	A			
Entrance Signs	Mounting Location	Mounting Height	Character Size	Contrast	Lighting	Raised Letter & Braille		
	A/B	N/A	A	A	A	N/A		
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel/Braille	Hall Call Buttons		Emergency Communications
	N/A	A	A	A	A/B/N/A	A/B	A/B	
Escalators	Clearwidth	Two Steps Level at Comb Plate		2" Contrast Strip on Steps				
	A/B	A/B		A/B				
Fare Vendors	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation				
	A/B	A/B		A/B				
Fare Gates	Width	Surface of Swinging Gates		Opening Force				
	A	A		B/C for elderly & frail				
PA System		Understandability of Message						
		A/B						

## S1 - NOTES

### Suggested additions:

- o Signage throughout facility - consistent location/format/strategic placement

### Important factor to be assessed:

- o General navigability. Is the facility's layout logical? Does it lend itself to easy movement throughout the facility? Are elevators where one might expect to find them? Are facilities similar to one another (i.e., rail stations)?

### Assumption:

- o PA system rating assumes clear, audible, simple and repetitive message

# S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM

## COGNITIVE - LEVEL 1

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
	A	A						?for elderly	
Aisle		Width			Protruding Objects	Surface			
		A			A	A			
Stairs	Step Size				Open Risers			Nosings	Hand Rails
	A				A			A	A
Ramps	Slope	Width		Landings	Length	Surface		Edge Protection	Hand Rails
	A	A		A	A	A		A	A
Walks	Slope	Width		Passing Space	Protruding Objects	Surface			
	A	A		A	A	A			
Curbs	Height	Curb Ramps				Surface			
	A	A				A			
Platform Area	Location	Width			Length	Surface		X Slope	
	A	A			A	A		A	

## COGNITIVE - LEVEL I

ACCESSIBILITY FACTORS									
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting				
Signs/Maps									
	A	A/B	A	A	A				
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel	Hall Call Buttons	Emer. Commun.	Floor Gap (1")	
	A	A	A	A	A/B	A/B	A/B	A/B	
Escalators	Clearwidth	Two Steps Level At Comb Plate	2" Contrast Strip On Steps						
	A/B	A/B	A/B						
Fare Collection	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation					
	A	A/B		A/B					
Fare Gates	Width	Surface of Swinging Gates	Opening Force						
	A	A	A						
PA System		Understandability of Message							
		A/B							



## S2 - NOTES

### Consideration:

- o Logical layout of facility is consideration in this segment. Are escalators, for example, where one might expect to find them?

# S3 - BOARDING PLATFORM TO VEHICLE

COGNITIVE - LEVEL I

ELEMENT		ACCESSIBILITY FACTORS						
Platform Area	Location	Width		Length	Surface	X Slope		
	A/B	A		A	A	A		
Detectable Warning	Location	Width	Surface					
	A	A	A					
Curbs	Height	Curb Ramps						
	A	A						
Steps	Step Size		Lighting	Markings		Nosings	Hand Rails	
	A		A	A/B		A	A	
Ramps	Slope	Width	Landings	Length	Surface	Edge Protection	Hand Rails	
	A	A	A	A	A	A	A	
Aisle		Width			Surface	Handrails/ Stanchions		
		A			A	A		
Vehicle Fare Collection	Controls	Signs						
	A/B	A/B						
Vehicle Seating	Location	Orientation	Signs					
	A/B	A	A/B					

# S3 - BOARDING PLATFORM TO VEHICLE (Cont.)

## COGNITIVE - LEVEL I

ELEMENT		ACCESSIBILITY FACTORS						
Vehicle Securement	Location	Orientation	Operating Mechanisms	Signs				
	N/A	N/A	N/A	N/A				
Lifts	Platform Size	Platform Entrance Ramp						
	N/A	N/A						
Vehicle Signs	Location	Understandability of Message	Character Size	Contrast				
	A/B	A/B	A	A				
Vehicle Door	Height							
	A							
Vehicle Entrance	Floor Height Difference	Floor Gap (3 inches)						
	A	A						

### S3 - NOTES

#### Assumption:

- o Fare collection responses assume that fares require handling money; consumer would often use pass instead of cash.

#### Info:

- o Special Vehicle seating (priority) not essential for persons with cognitive impairments, except to remain in close proximity to driver for assistance in disembarking at the appropriate stop.



# S4 - VEHICLE ENROUTE

## COGNITIVE - LEVEL I

ELEMENT		ACCESSIBILITY FACTORS					
Signs	Location	Understandability of Message	Character Size	Contrast	Lighting		
	A/B	A/B	A	A	A		
Public Address System		Understandability of Message					
		A/B					
Stop Request	Location	Controls	Height	Activation Force			
	A/B	A/B	A	A/B			
Personal Interface		Understandability					
		A/B					

## S4 - NOTES

### Suggested additions:

- o Exterior vs. interior signage: Exterior and interior dynamic vs. static signage. Brevity of message: many exterior dynamic signage will read #55 North Dallas via Tollway to the Beltline.
- o Public Address System: Many buses are equipped to have simultaneous on street and interior announcements.



## COGNITIVE - LEVEL II

ELEMENT		ACCESSIBILITY FACTORS						
TELEPHONE/MAIL								
Telephone	Controls	Understandability of Message						
	A/B	A/B						
TDD	Controls	Understandability of Message	Print					
	N/A	N/A	N/A					
FAX	Controls	Understandability of Message	Print					
	B/C	B/C	B/C					
Printed Literature		Understandability of Message	Print	Contrast		Paper		
		A/B	A/B	A		N/A		



# SO - TRIP PLANNING (Cont.)

## COGNITIVE - LEVEL II

ELEMENT		ACCESSIBILITY FACTORS					
OVER THE COUNTER							
Doors		Entrance/Exit Approach Area	Width	Open Force			
		A	A	A			
Aisles			Width	Protruding Objects			
			A	A			
Counters		Approachable	Width	Height			
		A	A	A			
Shelves		Approachable		Height			
		A		A			
Printed Literature			Understandability	Print	Contrast	Paper	
			B/C	B/A	A	N/A	
Personal Interface			Understandability				
			A/B				

## COGNITIVE - LEVEL II

ELEMENT		ACCESSIBILITY FACTORS					
ONSITE							
Signs	Location	Understandability of Message	Character Size & Proportions	Contrast	Lighting		
	A/B	A/B	A	A	A		
Printed Literature		Understandability	Print	Contrast	Paper		
		B/C	A/B	A	N/A		
Personal Interface		Understandability					
		A/B					

# S1 - ORIGIN TO TRANSIT FACILITY ENTRANCE

## COGNITIVE - LEVEL II

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	A	A						A	
Aisle		Width			Protruding Objects				
		A			A				
Stairs	Step Size				Open Risers			Nosings	Hand Rails
	A				A			A	A
Ramps	Slope	Width			Landings			Edge Protection	Hand Rails
	A	A			A			A	A
Walks	Slope	Width			Protruding Objects				
	A	A			A				
Curbs	Height	Curb Ramps			Surface				
	A	A			A				
Street Crossing	Islands				Surface			Signals	
	A/B				A/B			A/B	



ACCESSIBILITY FACTORS									
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting				
Trailblazer Signs	A/B	A/B	A	A	A				
Entrance Signs	Mounting Location	Mounting Height	Character Size	Contrast	Lighting				
	A	N/A	A	A	A				
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel/Braille				
	N/A	N/A	A	A	A/B/N/A				
Escalators	Clearwidth	Two Steps Level at Comb Plate		2" Contrast Strip on Steps					
	A/B	A/B		A/B					
Fare Vendors	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation					
	A/B	A/B		A/B					
Fare Gates	Width	Surface of Swinging Gates		Opening Force					
	A	A		A					
PA System		Understandability of Message							
		A/B							



# S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM

## COGNITIVE - LEVEL II

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	A	A						?for elderly	
Aisle		Width			Protruding Objects	Surface			
		A			A	A			
Stairs	Step Size				Open Risers			Nosings	Hand Rails
	A				A			A	A
Ramps	Slope	Width			Landings	Length	Surface	Edge Protection	Hand Rails
	A	A			A	A	A	A	
Walks	Slope	Width			Passing Space	Protruding Objects	Surface		
	A	A			A	A	A		
Curbs	Height	Curb Ramps				Surface			
	A	A				A			
Platform Area	Location	Width			Length	Surface		X Slope	
	A	A			A	A		A	

## COGNITIVE - LEVEL II

ACCESSIBILITY FACTORS									
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting				
Signs/Maps	A/B	A/B	A	A	A				
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel	Hall Call Buttons	Emer. Commun.	Floor Gap (1")	
	A	A	A	A	A/B	A/B	A/B	A/B	
Escalators	Clearwidth	Two Steps Level At Comb Plate	2" Contrast Strip On Steps						
	A/B	A/B	A/B						
Fare Collection	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation					
	A	A/B		A/B					
Fare Gates	Width	Surface of Swinging Gates	Opening Force						
	A	A	A						
PA System		Understandability of Message							
		A/B							

# S3 - BOARDING PLATFORM TO VEHICLE

## COGNITIVE - LEVEL II

ELEMENT		ACCESSIBILITY FACTORS						
Platform Area	Location	Width		Length	Surface	X Slope		
	A/B	A		A	A	A		
Detectable Warning	Location	Width	Surface					
	A	A	A					
Curbs	Height	Curb Ramps						
	A	A						
Steps	Step Size		Lighting	Markings		Nosings	Hand Rails	
	A		A	A/B		A	A	
Ramps	Slope	Width	Landings	Length	Surface	Edge Protection	Hand Rails	
	A	A	A	A	A	A	A	
Aisle		Width			Surface	Handrails/ Stanchions		
		A			A	A		
Vehicle Fare Collection	Controls	Signs						
	A/B	A/B						
Vehicle Seating	Location	Orientation	Signs					
	A/B	A	A/B					



COGNITIVE - LEVEL II

ELEMENT		ACCESSIBILITY FACTORS					
Vehicle Securement	Location		Orientation	Operating Mechanisms	Signs		
	N/A		N/A	N/A	N/A		
Lifts	Platform Size		Platform Entrance Ramp				
	N/A		N/A				
Vehicle Signs	Location		Understandability of Message	Character Size	Contrast		
	A/B		A/B	A	A		
Vehicle Door	Height						
	A						
Vehicle Entrance	Floor Height Difference		Floor Gap (3 inches)				
	A		A				



# S4 - VEHICLE ENROUTE

## COGNITIVE - LEVEL II

ELEMENT		ACCESSIBILITY FACTORS					
Signs	Location	Understandability of Message	Character Size	Contrast	Lighting		
	A/B	A/B	A	A	A		
Public Address System		Understandability of Message					
		A/B					
Stop Request	Location	Controls	Height	Activation Force			
	A/B	A/B	A	A/B			
Personal Interface		Understandability					
		A/B					

COGNITIVE - LEVEL III

ELEMENT		ACCESSIBILITY FACTORS						
TELEPHONE/MAIL								
Telephone	Controls	Understandability of Message						
	B/C	B						
TDD	Controls	Understandability of Message	Print					
	N/A	N/A	N/A					
FAX	Controls	Understandability of Message	Print					
	B/C	B/C	B/C					
Printed Literature		Understandability of Message	Print	Contrast		Paper		
		B/C	B/C	A		N/A		

# SO - TRIP PLANNING (Cont.)

## COGNITIVE - LEVEL III

ELEMENT		ACCESSIBILITY FACTORS					
OVER THE COUNTER							
Doors	Entrance/Exit Approach Area	Width	Open Force				
	A	A	A				
Aisles		Width	Protruding Objects				
		A	A				
Counters	Approachable	Width	Height				
	A	A	A				
Shelves	Approachable		Height				
	A		A				
Printed Literature		Understandability	Print	Contrast	Paper		
		B/C	B/A	A	N/A		
Personal Interface		Understandability					
		A/B					

COGNITIVE - LEVEL III

ELEMENT		ACCESSIBILITY FACTORS					
ONSITE							
Signs		Location	Understandability of Message	Character Size & Proportions	Contrast	Lighting	
	A/B		B/C	A	A	A	
Printed Literature			Understandability	Print	Contrast	Paper	
			B/C	A/B	A	N/A	
Personal Interface			Understandability				
			A/B				



# S1 - ORIGIN TO TRANSIT FACILITY ENTRANCE

## COGNITIVE - LEVEL III

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	A	A						A	
Aisle		Width			Protruding Objects				
		A			A				
Stairs	Step Size				Open Risers			Nosings	Hand Rails
	A				A			A	A
Ramps	Slope	Width		Landings	Length		Surface	Edge Protection	Hand Rails
	A	A		A	A		A	A	A
Walks	Slope	Width		Passing Space	Protruding Objects		Surface		
	A	A		A	A		A		
Curbs	Height	Curb Ramps					Surface		
	A	A					A		
Street Crossing	Islands			Crosswalk	Length		Surface	Signals	
	B/C			B/C	A/B		A	B/C	

ACCESSIBILITY FACTORS								
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting			
Trailblazer Signs	A/B	B/C	N/A	N/A	N/A			
Entrance Signs	Mounting Location	Mounting Height	Character Size	Contrast	Lighting	Raised Letter & Braille		
	A/B	N/A	N/A	N/A	N/A	N/A		
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel/Braille	Hall Call Buttons		Emergency Communications
	N/A	N/A	N/A	A	A/B/N/A	B/C	B/C	
Escalators	Clearwidth	Two Steps Level at Comb Plate		2" Contrast Strip on Steps				
	A/B	A/B		A/B				
Fare Vendors	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions		Control Operation				
	A/B	B/C		B/C				
Fare Gates	Width	Surface of Swinging Gates		Opening Force				
	A	A		A				
PA System		Understandability of Message						
		B/C						

# S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM

## COGNITIVE - LEVEL III

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	A	A						?for elderly	
Aisle		Width			Protruding Objects	Surface			
		A			A	A			
Stairs	Step Size				Open Risers			Nosings	Hand Rails
	A				A			A	A
Ramps	Slope	Width		Landings	Length	Surface		Edge Protection	Hand Rails
	A	A		A	A	A		A	A
Walks	Slope	Width		Passing Space	Protruding Objects	Surface			
	A	A		A	A	A			
Curbs	Height	Curb Ramps				Surface			
	A	A				A			
Platform Area	Location	Width			Length	Surface		X Slope	
	A	A			A	A		A	



## COGNITIVE - LEVEL III

ACCESSIBILITY FACTORS									
ELEMENT	Location	Understandability of Message	Character Size	Contrast	Lighting				
Signs/Maps									
	B/C	B/C	A	A	A				
Elevators	Glazed Panel	Car Position Indicator	Lighting	Cab Size	Car Control Panel	Hall Call Buttons	Emer. Commun.	Floor Gap (1")	
	A	A	A	A	B/C	B/C	B/C	A/B	
Escalators	Clearwidth	Two Steps Level At Comb Plate	2" Contrast Strip On Steps						
	A/B	A/B	A/B						
Fare Collection	Control Reach Range	Braille and Raised Letter Instructions or Other Instructions	Control Operation						
	A	B/C	B/C						
Fare Gates	Width	Surface of Swinging Gates	Opening Force						
	A	A	A						
PA System		Understandability of Message							
		B/C							



# S3 - BOARDING PLATFORM TO VEHICLE

## COGNITIVE - LEVEL III

ELEMENT		ACCESSIBILITY FACTORS							
		Location	Width		Length	Surface	X Slope		
Platform Area									
		B/C	N/A		N/A	N/A	N/A		
Detectable Warning		Location	Width	Surface					
		A	A	A					
Curbs		Height	Curb Ramps						
		A	A						
Steps		Step Size		Lighting	Markings		Nosings	Hand Rails	
		A		A	A/B		A	A	
Ramps		Slope	Width	Landings	Length	Surface	Edge Protection	Hand Rails	
		A	A	A	A	A	A	A	
Aisle			Width			Surface	Handrails/ Stanchions		
			A			A	A		
Vehicle Fare Collection		Controls	Signs						
		B/C	B/C						
Vehicle Seating		Location	Orientation	Signs					
		B/C	N/A	B/C					

## COGNITIVE - LEVEL III

ELEMENT		ACCESSIBILITY FACTORS						
Vehicle Securement	Location		Orientation	Operating Mechanisms	Signs			
	N/A		N/A	N/A	N/A			
Lifts	Platform Size		Platform Entrance Ramp					
	N/A		N/A					
Vehicle Signs	Location		Understandability of Message	Character Size	Contrast			
	B/C		B/C	A	A			
Vehicle Door	Height							
	A							
Vehicle Entrance	Floor Height Difference		Floor Gap (3 inches)					
	A		A					

# S4 - VEHICLE ENROUTE

## COGNITIVE - LEVEL III

ELEMENT		ACCESSIBILITY FACTORS						
Signs	Location	Understandability of Message	Character Size	Contrast	Lighting			
	B/C	B/C	N/A	N/A	N/A			
Public Address System		Understandability of Message						
		B/C						
Stop Request	Location	Controls	Height	Activation Force				
	B/C	B/C	A	A/B				
Personal Interface		Understandability						
		B/C						

**APPENDIX 4**

**ADA PARATRANSIT ELIGIBILITY APPLICATION FORM**





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(Transit Authority)

***ADA Paratransit Eligibility  
Application***

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## I. General Information

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_  
\_\_\_\_\_
3. Telephone Number \_\_\_\_\_
4. Date of Birth \_\_\_\_\_ 5. Social Security Number \_\_\_\_\_

## II. Present Means of Travel

6. Do you currently use "X" Transit Authority?

☐ Yes ☐ No

*If yes, what kind of transportation do you currently use?*

☐ Commuter Rail ☐ Buses  
☐ Subway ☐ Paratransit  
☐ Light Rail

*If no, what kind of transportation do you currently use?*

☐ Friend/relative drives vehicle ☐ Walking  
☐ Private taxi, car or van service ☐ School bus  
☐ Drive myself ☐ Other \_\_\_\_\_

Which of the trips listed below describes your most frequently made trips?

☐ Home to work (& return) ☐ Home to shopping (& return)  
☐ Home to health care (& return) ☐ Home to recreation (& return)  
☐ Home to school (& return) ☐ Other \_\_\_\_\_

How long does it take to get there? \_\_\_\_\_

7. What assistance do you need when traveling?

☐ Support Cane ☐ Electronic Travel Aid  
☐ Long Cane ☐ Personal Care Attendant  
☐ Service Animal (Guide Dog) ☐ Scooter  
☐ Wheelchair (Power) ☐ Wheelchair (Manual)  
☐ Walker ☐ None  
☐ Other \_\_\_\_\_



### III. Transit Travel/Travel Training Information

8. For which area(s) have you received training or are you able to travel?

- |  |   |
|--|---|
| <input type="checkbox"/> Residential neighborhoods     | <input type="checkbox"/> Downtown commercial/shopping areas                     |
| <input type="checkbox"/> Areas without sidewalks       | <input type="checkbox"/> Buses  |
| <input type="checkbox"/> Small shopping areas          | <input type="checkbox"/> Subways and rail                                       |
| <input type="checkbox"/> Shopping malls                | <input type="checkbox"/> Private taxi, car, or van service                      |
| <input type="checkbox"/> Snowy & icy weather           | <input type="checkbox"/> Street crossings without stop signs and traffic lights |
| <input type="checkbox"/> Rainy weather                 | <input type="checkbox"/> Street crossings with stop signs and traffic lights    |
| <input type="checkbox"/> Changing a planned trip route | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Traveling in unfamiliar areas |   |
| <input type="checkbox"/> Extreme temperatures          |   |

### IV. Disability Information

9. What disability or disabilities do you have?

- ☐ Visual Impairment (Answer 11 below)
- ☐ Mobility Impairment (Answer 12 below)
- ☐ Cognitive Impairment (Answer 13 below)
- ☐ Other (Answer 14 below)

10. How long will you have this disability?

- ☐ Life                      ☐ One Year                      ☐ Less than one year

11. Visual Impairment - Please enter an X in each box that describes your visual impairment(s):

- |  |  |
|--|--|
| <input type="checkbox"/> Totally Blind (1)                     | <input type="checkbox"/> Light Perception (2)                |
| <input type="checkbox"/> Severely blurred/distorted vision (3) | <input type="checkbox"/> Mildly blurred/distorted vision (4) |
| <input type="checkbox"/> Central visual field loss (5)         | <input type="checkbox"/> Night blindness (6)                 |
| <input type="checkbox"/> Tunnel vision (7)                     | <input type="checkbox"/> Severe glare sensitivity (8)        |
| <input type="checkbox"/> Half-field losses (9)                 | <input type="checkbox"/> Other _____                         |

12. Mobility Impairment - please answer the questions below:

- a. Do you use a walker or cane when traveling outdoors? ☐ Yes ☐ No
- b. Do you use a wheelchair (power or manual) or scooter when traveling outdoors?  
☐ Yes ☐ No
- c. Can you pull open a door and go through? ☐ Yes ☐ No
- d. Can you raise a cup of water to your mouth without spilling any?  
☐ Yes ☐ No

13. Cognitive Impairment - please answer the following questions:

- a. How do you get information on how to ride the bus or train? \_\_\_\_\_  
\_\_\_\_\_
- b. Do you get the information without any assistance from anyone?  
☐ Yes ☐ No
- c. Do you read and understand the information you receive without any assistance?  
☐ Yes ☐ No
- d. How do you pay your fare when you ride the bus or train? \_\_\_\_\_  
\_\_\_\_\_
- e. If you are riding the bus or train and forget where you are supposed to get off to transfer to the next bus or train, would you ask the driver to help you?  
☐ Yes ☐ No
- f. Would you ask a passenger for help? ☐ Yes ☐ No
- g. Tell me how you get to your bus stop or to the rail station. \_\_\_\_\_  
\_\_\_\_\_
- h. What is the name or number of the bus or rail line you use most of the time?  
\_\_\_\_\_
- i. Tell me about some of the other trips you take on the bus or on a rail line.  
\_\_\_\_\_
- j. On the trip that you take most often, where do you get on? \_\_\_\_\_  
\_\_\_\_\_ Where do you get off? \_\_\_\_\_
- k. Do you understand the numbers or words that are shown on the front and over the door of the bus or rail car? ☐ Yes ☐ Yes, with help ☐ No
- l. Do these numbers or names tell you which bus or rail car you should ride?  
☐ Yes ☐ No
- m. Do you wear a watch? ☐ Yes ☐ No
- n. Do you ever look at your watch to see if the bus is on time? ☐ Yes ☐ No
- o. If you had to cross a busy roadway intersection, and the traffic lights were not working, what would you do? \_\_\_\_\_

p. Have you ever changed buses or gotten off of the bus or rail car in a busy downtown area? ☐ Yes ☐ No

q. If yes, were you able to find your way back to your bus stop or rail station on your way back from the busy downtown area? ☐ Yes ☐ No ☐ Yes, with help

r. If you couldn't find your way, tell me what you did. \_\_\_\_\_

s. Have you ever gotten off at the wrong bus stop or rail station? ☐ Yes ☐ No

t. If you have, tell me what you did when you realized that you were at the wrong place. \_\_\_\_\_

**14. Other Impairment(s) - please describe below:**

---

---

---

---

**15. Do you need information provided in an alternate format? ☐ Yes ☐ No**

If so, what format? ☐ Braille ☐ Large Print ☐ Audio Tape  
☐ Other \_\_\_\_\_

## V. Certifications

### A. Applicant Signature

I certify that the information I gave in this application is true and correct. I understand that falsification of information may result in denial of service. I understand all information will be kept confidential, and only the information required to provide the services I request will be disclosed to those who perform those services.

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

### B. Person completing form if other than applicant (please check one):

- ☐ I certify that the information provided in this application is true and correct, based upon information given me by the applicant.
- ☐ I certify that the information provided in this application is true and correct, based upon my own knowledge of the applicant's health condition or disability.

Exceptions or Additions: \_\_\_\_\_

Print Name \_\_\_\_\_

Signature \_\_\_\_\_ Daytime Phone \_\_\_\_\_

Relationship to Applicant \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_



## VI. Professional Verification

The Americans with Disabilities Act of 1990 (ADA) is a civil rights law which bans discrimination against people with disabilities. To meet their needs, public transportation companies must provide a variety of services. The applicant may be found eligible for paratransit services for all trips he or she requests, or eligible (based on functional ability) for some trip requests but not for others, or ineligible because he or she is capable of using fixed route transit. The information you provide will enable us to make an appropriate determination for this applicant. All information will be kept confidential. Thank you for your assistance.

**THIS PAGE MUST BE COMPLETED BY ONE OF THE FOLLOWING CURRENTLY LICENSED PROFESSIONALS: (please check one)**

- |  |  |
|--|--|
| <input type="checkbox"/> Vocational rehabilitation counselor                 | <input type="checkbox"/> Psychiatrist            |
| <input type="checkbox"/> Special education teacher                           | <input type="checkbox"/> Physician's assistant   |
| <input type="checkbox"/> Speech pathologist                                  | <input type="checkbox"/> Physician               |
| <input type="checkbox"/> Social worker                                       | <input type="checkbox"/> Physical therapist      |
| <input type="checkbox"/> Respiratory therapist                               | <input type="checkbox"/> Occupational therapist  |
| <input type="checkbox"/> Registered nurse                                    | <input type="checkbox"/> Nurse practitioner      |
| <input type="checkbox"/> Psychologist  | <input type="checkbox"/> Mental health counselor |
| <input type="checkbox"/> Recreation therapist employed by a medical facility | <input type="checkbox"/> Chiropractor            |
| <input type="checkbox"/> Orientation & Mobility instructor of the blind      | <input type="checkbox"/> Travel trainer          |

Medical diagnosis, physical or cognitive condition which prevents the applicant from riding fixed route transit. \_\_\_\_\_

Is this condition temporary? ☐ Yes, for \_\_\_\_\_ months. ☐ No

Exceptions or additions: \_\_\_\_\_

I certify that the information contained in this application is true and correct to the best of my knowledge and ability.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_

Clinic/Agency \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

## **APPENDIX 5**

### **ADA PARATRANSIT ELIGIBILITY DETERMINATION WORKSHEET BOOKLET**



## WORKSHEET A - APPLICANT INFORMATION

(From the Paratransit Application)

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_  
\_\_\_\_\_
3. Telephone Number \_\_\_\_\_
4. Date of Birth \_\_\_\_\_
5. Social Security Number \_\_\_\_\_
6. Disability \_\_\_\_\_
7. Temporary Disability ☐      Permanent Disability ☐
8. Assistive device(s) used \_\_\_\_\_  
\_\_\_\_\_





## WORKSHEET B - VISUAL IMPAIRMENT

1. Applicant's Level(s) of Visual Impairment \_\_\_\_\_

2. Eligibility Determination:

<u>Score</u>		<u>Eligibility</u>
A	<input type="checkbox"/>	Not Eligible. Stop here.
B, C*, or A,B combined	<input type="checkbox"/>	Conditionally Eligible. Go on to Worksheet F.
C	<input type="checkbox"/>	Eligible for all trips, unconditionally. Stop here.

# WORKSHEET C - MOBILITY IMPAIRMENTS WORKSHEET

	No Travel Limitations	Level 1	Level 2	Level 3	Level 4	Level 5		Level 6	Level 4	Level 8
12a. Do you use a walker or cane when travelling outdoors?	NO	YES	YES	YES	YES	YES	YES	YES	NO	NO
12b. Do you use a wheelchair (power or manual) or scooter when travelling outdoors?	---	YES	YES	YES	YES	NO	NO	NO	---	---
12c. Can you pull open a door and go through?	YES	NO	YES	NO	YES	NO	YES	YES	YES	NO
12d. Can you raise a cup of water to your mouth without spilling any?	YES	NO	NO	YES	YES	---	NO	YES	NO	---
Level of Applicant (Put an "X" in the box if all of the preprinted answers match the applicant's answers.)										

Eligibility Determination:

Score

Eligibility

A

☐

Not Eligible. Stop here.

B

☐

Conditionally Eligible. Go on to Worksheet F.

C

☐

Eligible for all trips, unconditionally. Stop here.

WORKSHEET D - COGNITIVE IMPAIRMENT

Applicant Name _____ Telephone _____ Address: _____	YES	YES WITH ASSISTANCE	NO
<b>PART 1</b>			
A. Did the applicant write his or her name, address and telephone number on the application?			
B. Did the applicant come to fill out the application alone?			
C. Did the applicant complete the application without assistance from a personal attendant?			
D. Can the applicant communicate so you can understand him or her?			
E. Does the applicant understand what is said to him or her?			
F. Did the applicant read all of the questions on the application?			
<b>PART 2</b>			
Refer to questions 13a, 13b, and 13c on the application form. Based on the answers given by the applicant, do you feel he or she can ask for, understand, and carry out directions?			
Refer to question 13d on the application form. Based on the answer given by the applicant, do you feel the applicant can ride the system and pay the proper fare using the fare media of his or her choice?			
Refer to questions 13e and 13f on the application form. Based on the answers given by the applicant, do you feel he or she is able to ask for help when needed?			
Refer to question 13g on the application form. Can the person find the correct bus stop or rail station?			
Refer to question 13h on the application form. Does the applicant know his or her bus route number or rail station and line?			



Applicant Name _____ Telephone _____	YES	YES WITH ASSISTANCE	NO
Address: _____			
Refer to question 13i on the application form. Based on the answer given by the applicant, do you feel the applicant can remember other less frequent trips he or she has taken?			
Refer to question 13j on the application form. Does the applicant know where to get on and off the vehicle when taking his or her most frequent trip?			
Refer to question 13k on the application form. Transfer the answer to this worksheet.			
Refer to question 13l on the application form. Transfer the answer to this worksheet.			
Refer to question 13m on the application form. Transfer the answer to this worksheet.			
Refer to question 13n on the application form. Transfer the answer to this worksheet.			
Refer to question 13o on the application form. Based on the answer given, do you feel the applicant can recognize and try to avoid an unsafe traffic situation when going to a transit stop?			
Refer to question 13p on the application form. Transfer the answer to this worksheet.			
Refer to question 13q on the application form. Transfer the answer to this worksheet.			
Refer to question 13r on the application form. Based on the answer given, do you feel the applicant can find his or her way in a busy downtown area?			
Refer to question 13s on the application form. Transfer the answer to this worksheet.			
Refer to question 13t on the application form. Based on the answer given, do you feel the applicant is able to find his or her way back to the correct stop if he or she forgot to get off at the desired stop or got off at the wrong stop?			

# WORKSHEET E - COGNITIVE IMPAIRMENT

Worksheet D Questions	Worksheet D Answers	Level I	Level II	Level III
<b>B</b>		Yes	Yes	Yes w/assist.
B		Yes	Yes	No
C		Yes	Yes	No
D		Yes	Yes	Yes w/assist.
<b>B</b>		Yes	Yes	Yes w/assist.
<b>B</b>		Yes	Yes	Yes w/assist.
13a, b, c		Yes	Yes	Yes w/assist.
13k		Yes	Yes	Yes w/assist.
13e, f		Yes	Yes	Yes w/assist.
13g		Yes	Yes	Yes w/assist.
13h		Yes	Yes	Yes w/assist.
13i		Yes No (Cond. Elig.)	Yes	Yes w/assist.
13j		Yes	Yes	Yes w/assist.
13k		Yes	Yes	Yes w/assist.
13h		Yes	Yes	Yes w/assist.
13m		Yes No	Yes No	Yes No
13n		Yes N/A	Yes N/A	Yes N/A (w/assist.)
13k		Yes	Yes	Yes w/assist.
13p		Yes No (cond.elig.)	No	N/A
13k		Yes N/A	N/A	N/A
13r		Yes N/A	N/A	N/A
13s		No Yes	No	N/A
13t		N/A Yes	N/A	N/A

Eligibility Determination:

## Score

## Eligibility

A

☐

Not Eligible. Stop here.

A,B combined  
B or B,C combined

☐

Conditionally Eligible. Go on to Worksheet F.

C

☐

Eligible for all trips, unconditionally. Stop here.

## WORKSHEET F - CONDITIONAL ELIGIBILITY DETERMINATION

### Potential for Fixed Route Travel

Environments	A	B	Conditions	A	B	Modes	A	B
Residential Neighborhoods			Snow & Ice			Bus		
Areas without sidewalks			Altered Routes			Subway & Rail		
Small Shopping Areas			Rain					
Downtown			Extreme Temperatures					
Shopping Malls								
Crosswalk w/out Stop Signs & Traffic Signals								
Crosswalk w/Stop Signs & Traffic Signals								
Unfamiliar Areas								

A = Fixed route conditions/environments/modes for the transit system.

B = Areas where applicant can travel (From Application Form).

### Description of Applicant's Eligibility Status (Compare columns A and B)

(Eligible trips are those where column A lacks a matching "X" in column B)

1. Eligible for paratransit for the following:

Environments: \_\_\_\_\_

\_\_\_\_\_

Conditions: \_\_\_\_\_

Modes: \_\_\_\_\_

2. ☐ Ineligible for paratransit

Applicants are ineligible for paratransit trips on a given system when columns A and B are identical.

3. ☐ No Determination can be made.

## WORKSHEET G - SUMMARY ELIGIBILITY DETERMINATION

### 1. Status

☐ Permanent

☐ Temporary: Duration \_\_\_\_\_

### 2. Eligibility

Not Eligible ☐

Permanent Eligibility ☐ All Trips

☐ Conditional (From section III)

☐ Refer applicant for Travel Training

Temporary Eligibility ☐ All Trips

☐ Conditional (From section III)

☐ Refer applicant for Travel Training

No Determination ☐ Refer applicant for a functional skills assessment, when inconsistencies are found in the application.

### 3. Conditional Eligibility Status

Environments \_\_\_\_\_

\_\_\_\_\_

Conditions \_\_\_\_\_

Modes \_\_\_\_\_





**ADA PARATRANSIT ELIGIBILITY DETERMINATION  
WORKSHEET BOOKLET**



## WORKSHEET A - APPLICANT INFORMATION

(From the Paratransit Application)

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_  
\_\_\_\_\_
3. Telephone Number \_\_\_\_\_
4. Date of Birth \_\_\_\_\_
5. Social Security Number \_\_\_\_\_
6. Disability \_\_\_\_\_
7. Temporary Disability ☐      Permanent Disability ☐
8. Assistive device(s) used \_\_\_\_\_  
\_\_\_\_\_





## WORKSHEET B - VISUAL IMPAIRMENT

1. Applicant's Level(s) of Visual Impairment \_\_\_\_\_

2. Eligibility Determination:

**Score**

**Eligibility**

A

☐

Not Eligible. Stop here.

B, C\*, or  
A,B combined

☐

Conditionally Eligible. Go on to Worksheet F.

C

☐

Eligible for all trips, unconditionally. Stop here.

# WORKSHEET C - MOBILITY IMPAIRMENTS WORKSHEET

	No Travel Limitations	Level 1	Level 2	Level 3	Level 4	Level 5		Level 6	Level 7	Level 8
12a. Do you use a walker or cane when travelling outdoors?	NO	YES	YES	YES	YES	YES	YES	YES	NO	NO
12b. Do you use a wheelchair (power or manual) or scooter when travelling outdoors?	---	YES	YES	YES	YES	NO	NO	NO	---	---
12c. Can you pull open a door and go through?	YES	NO	YES	NO	YES	NO	YES	YES	YES	NO
12d. Can you raise a cup of water to your mouth without spilling any?	YES	NO	NO	YES	YES	---	NO	YES	NO	---
Level of Applicant (Put an "X" in the box if all of the preprinted answers match the applicant's answers.)										

Eligibility Determination:

Score

Eligibility

A

☐

Not Eligible. Stop here.

B

☐

Conditionally Eligible. Go on to Worksheet F.

C

☐

Eligible for all trips, unconditionally. Stop here.

**WORKSHEET D - COGNITIVE IMPAIRMENT**

Applicant Name _____ Telephone _____ Address: _____	YES	YES WITH ASSISTANCE	NO
<b>PART 1</b>			
A. Did the applicant write his or her name, address and telephone number on the application?			
B. Did the applicant come to fill out the application alone?			
C. Did the applicant complete the application without assistance from a personal attendant?			
D. Can the applicant communicate so you can understand him or her?			
E. Does the applicant understand what is said to him or her?			
F. Did the applicant read all of the questions on the application?			
<b>PART 2</b>			
Refer to questions 13a, 13b, and 13c on the application form. Based on the answers given by the applicant, do you feel he or she can ask for, understand, and carry out directions?			
Refer to question 13d on the application form. Based on the answer given by the applicant, do you feel the applicant can ride the system and pay the proper fare using the fare media of his or her choice?			
Refer to questions 13e and 13f on the application form. Based on the answers given by the applicant, do you feel he or she is able to ask for help when needed?			
Refer to question 13g on the application form. Can the person find the correct bus stop or rail station?			
Refer to question 13h on the application form. Does the applicant know his or her bus route number or rail station and line?			



Applicant Name _____ Telephone _____ Address: _____	YES	YES WITH ASSISTANCE	NO
Refer to question 13i on the application form. Based on the answer given by the applicant, do you feel the applicant can remember other less frequent trips he or she has taken?			
Refer to question 13j on the application form. Does the applicant know where to get on and off the vehicle when taking his or her most frequent trip?			
Refer to question 13k on the application form. Transfer the answer to this worksheet.			
Refer to question 13l on the application form. Transfer the answer to this worksheet.			
Refer to question 13m on the application form. Transfer the answer to this worksheet.			
Refer to question 13n on the application form. Transfer the answer to this worksheet.			
Refer to question 13o on the application form. Based on the answer given, do you feel the applicant can recognize and try to avoid an unsafe traffic situation when going to a transit stop?			
Refer to question 13p on the application form. Transfer the answer to this worksheet.			
Refer to question 13q on the application form. Transfer the answer to this worksheet.			
Refer to question 13r on the application form. Based on the answer given, do you feel the applicant can find his or her way in a busy downtown area?			
Refer to question 13s on the application form. Transfer the answer to this worksheet.			
Refer to question 13t on the application form. Based on the answer given, do you feel the applicant is able to find his or her way back to the correct stop if he or she forgot to get off at the desired stop or got off at the wrong stop?			

# WORKSHEET E - COGNITIVE IMPAIRMENT

Worksheet D Questions	Worksheet D Answers	Level I	Level II	Level III
A		Yes	Yes	Yes w/assist.
B		Yes	Yes	No
C		Yes	Yes	No
D		Yes	Yes	Yes w/assist.
E		Yes	Yes	Yes w/assist.
F		Yes	Yes	Yes w/assist.
13a, b, c		Yes	Yes	Yes w/assist.
13d		Yes	Yes	Yes w/assist.
13e, f		Yes	Yes	Yes w/assist.
13g		Yes	Yes	Yes w/assist.
13h		Yes	Yes	Yes w/assist.
13i		Yes No (Cond. Elig.)	Yes	Yes w/assist.
13j		Yes	Yes	Yes w/assist.
13k		Yes	Yes	Yes w/assist.
13l		Yes	Yes	Yes w/assist.
13m		Yes No	Yes No	Yes No
13n		Yes N/A	Yes N/A	Yes (w/assist.) N/A
13o		Yes	Yes	Yes w/assist.
13p		Yes No (cond.elig.)	No	N/A
13q		Yes N/A	N/A	N/A
13r		Yes N/A	N/A	N/A
13s		No Yes	No	N/A
13t		N/A Yes	N/A	N/A

Eligibility Determination:

## Score

## Eligibility

A

☐

Not Eligible. Stop here.

A,B combined

☐

Conditionally Eligible. Go on to Worksheet F.

B or B,C combined

C

☐

Eligible for all trips, unconditionally. Stop here.

## WORKSHEET F - CONDITIONAL ELIGIBILITY DETERMINATION

### Potential for Fixed Route Travel

Environments	A	B	Conditions	A	B	Modes	A	B
Residential Neighborhoods			Snow & Ice			Bus		
Areas without sidewalks			Altered Routes			Subway & Rail		
Small Shopping Areas			Rain					
Downtown			Extreme Temperatures					
Shopping Malls								
Crosswalk w/out Stop Signs & Traffic Signals								
Crosswalk w/Stop Signs & Traffic Signals								
Unfamiliar Areas								

A = Fixed route conditions/environments/modes for the transit system.

B = Areas where applicant can travel (From Application Form).

### Description of Applicant's Eligibility Status (Compare columns A and B)

(Eligible trips are those where column A lacks a matching "X" in column B)

1. Eligible for paratransit for the following:

Environments: \_\_\_\_\_

\_\_\_\_\_

Conditions: \_\_\_\_\_

Modes: \_\_\_\_\_

2. ☐ Ineligible for paratransit

Applicants are ineligible for paratransit trips on a given system when columns A and B are identical.

3. ☐ No Determination can be made.



## WORKSHEET G - SUMMARY ELIGIBILITY DETERMINATION

### 1. Status

☐ Permanent

☐ Temporary: Duration \_\_\_\_\_

### 2. Eligibility

Not Eligible ☐

Permanent Eligibility ☐ All Trips

☐ Conditional (From section III)

☐ Refer applicant for Travel Training

Temporary Eligibility ☐ All Trips

☐ Conditional (From section III)

☐ Refer applicant for Travel Training

No Determination ☐ Refer applicant for a functional skills assessment, when inconsistencies are found in the application.

### 3. Conditional Eligibility Status

Environments \_\_\_\_\_

\_\_\_\_\_

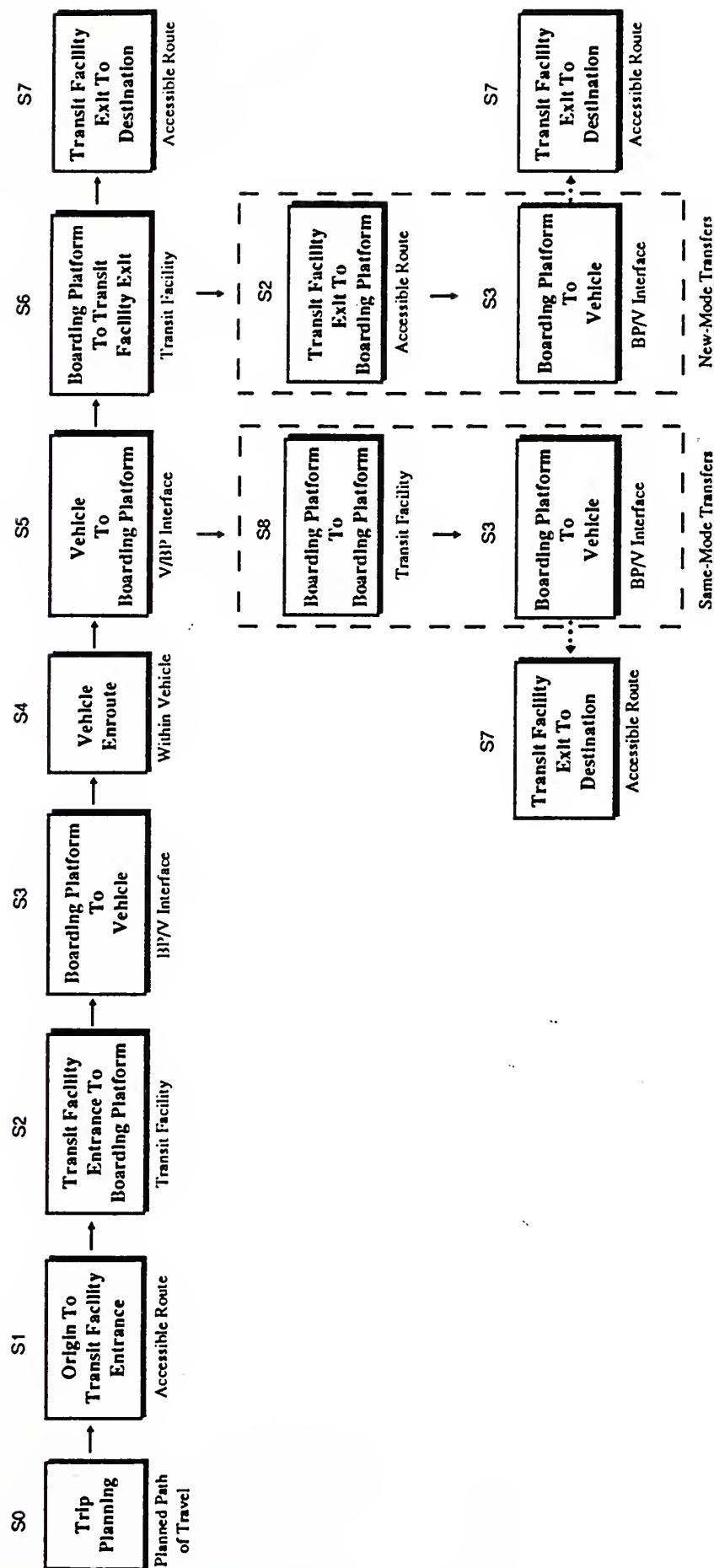
Conditions \_\_\_\_\_

Modes \_\_\_\_\_





EXHIBIT 3-1: TOTAL TRIP/TRIP SEGMENT MODEL



From Exhibit 3-1, it can be seen that trip segments S1 through S7 would be taken by travelers on any single-mode trips not involving transfers to other vehicles or other modes. As outlined with dotted lines in the figure, same-mode transfers are initiated by trip segment S8, wherein the path of travel is within the transit facility and proceeds from one boarding platform to another. Thereafter, as shown in the figure, the single mode trip would be completed via trip segments S3 through S7. If other transfers were made, they would be initiated by a trip segment S8 at the transfer point. Appropriate use of trip segments S1 through S8 as illustrated by this single-mode with-transfer(s) trip can be used to describe, and plan in detail, any "total trip." This illustrates the generic nature of the trip segments and the straightforward building block approach to transportation trip planning that travelers with disabilities must complete.

This building block approach applies equally well to new-mode transfers, also outlined with dotted lines in Exhibit 3-1. These transfers would be initiated after trip segment S6 and proceed with S2 followed by S3 to complete the transfer. Thereafter, the traveler would continue via segments S3 through S7 to complete the trip on the new mode. Should other transfers be required before trip end, they would be initiated either by a same-mode segment, S8, or a new-mode segment, S2, and proceed as explained above.

Using the total trip concept, the number of basic trip segments can be narrowed to the following:

- S0 - Trip Planning
- S1 - Origin to Transit Facility Entrance
- S2 - Transit Facility Entrance to Boarding Platform
- S3 - Boarding Platform to Vehicle
- S4 - Vehicle Enroute

The five basic trip segments can be used to define any total trip, and can be used to identify all of the accessibility elements a person must negotiate throughout the total trip. These basic trip segments were arrived at by equating mirror image trip segments. Specifically, trip segment S1, Origin to Transit Facility Entrance, contains the same types of accessibility elements as trip segment S7, Transit Facility Exit to Destination. Trip segment S2, Transit Facility Entrance to Boarding Platform, contains the same type of accessibility elements as trip segment S6, Boarding Platform to Transit Facility Exit, and trip segment S3, Boarding Platform to Vehicle, contains the same type of accessibility elements as trip segment S5, Vehicle to Boarding Platform.

This commonality of trip segments and corresponding accessibility elements reduces a complex analytic problem to a more manageable level, specifically, five distinct trip segments.

# FINAL REPORT

## DEVELOP AND TEST A MODEL PROCESS FOR DETERMINING ADA PARATRANSIT ELIGIBILITY

Prepared for  
  
PROJECT ACTION

Conducted by  
  
KRW INCORPORATED  
1008 Pendleton Street  
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"Assistance derived from the Federal Transit Act, as amended, through a Cooperation Agreement with the U.S. Department of Transportation, Federal Transit Administration and Project ACTION of the National Easter Seal Society."





**Project ACTION  
Demonstration Project Profile**

**DEVELOP AND IMPLEMENT ADA HIGH IMPACT PROJECTS**

<b>Name of Project</b>	Develop and Test a Model Process for Determining ADA Paratransit Eligibility		
<b>Duration of Project</b>	3/1/94 to 3/1/95		
<b>Contact Person</b>	George A. Earnhart		
<b>Address</b>	1008 Pendleton Street		
<b>City, State, Zip</b>	Alexandria, VA 22314		
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		<b>FAX</b>	(703) 836-0691
<b>Funding Level</b>	\$150,000		
<b>Abstract</b>  KRW has developed a handbook to assist transit providers in the complex process of determining ADA paratransit eligibility for individuals with disabilities. The project has included the full involvement of both disability organizations and transit providers in the development and testing of guidelines that can be used by paratransit providers to assist in making eligibility determinations for individuals with most major types of disabilities. The project team, composed of researchers from the American Foundation for the Blind (vision impairments), The Arc (cognitive impairments), and the Cleveland Clinic Foundation (mobility impairments), identified the functional skills required by individuals with various disabilities to perform specific tasks required to successfully complete each segment of a total fixed route transit trip. The accessibility elements in each trip segment are defined in terms of the ADA Accessibility Guidelines and the U.S. DOT ADA Accessibility Specifications for Transportation Vehicles and provide a baseline for assessing an individual's functional capability to access ADA compliant transit vehicles, facilities, and systems. The functional criteria to be used to assess the eligibility of an applicant is organized in matrices for each trip segment and incorporated in a handbook which contains a sample application and guidelines for applying the criteria.			
<b>Deliverables</b>  Handbook Facilitator's Manual Pilot Training Course			
<b>Target Population</b>  Paratransit providers			
<b>Cooperating Organizations</b>  Akron Metropolitan Regional Transit Authority, Greater Cleveland Regional Transit Authority, Dallas Area Rapid Transit, Detroit Department of Transportation, Bridgeport Paratransit, and numerous disability organizations participating as members of Steering Committee.			

## **Project ACTION**

### **Demonstration Project Profile**

#### **Results**

The guidelines for each major disability type have been tested and evaluated in live transit settings working with transit operations personnel directly involved with making eligibility determinations. In most instances, the testing was coordinated with local disability organizations who scheduled participants with specific disabilities to participate in the evaluations. Feedback from these evaluations have been used to revise and expand the guidelines used in the testing. Participating transit authorities have included:

Bridgeport Transit Authority (visual)  
Detroit Department of Transportation (visual)  
Cleveland Regional Transit Authority (mobility)  
Akron Metropolitan Regional Transit Authority (mobility)  
Dallas Area Rapid Transit Authority (cognitive)

#### **Description of Strategies**

Using a Transit Total Trip/Trip Segment model, we divided the total trip into trip segments, and defined each trip segment by its accessibility elements, the potential barriers which must be "negotiated" to complete that segment. After listing each of the accessibility elements (i.e., a ramp) that an individual must negotiate to complete a particular segment of the trip, we identified in a matrix each of the "accessibility factors" (i.e., width, length, surface, landings, etc.) that apply to the element in terms of the applicable ADA Accessibility Guideline.

Team members then identified major disability types (three cognitive, eight mobility, and nine visual) and completed, on the basis of their research, trip segment matrices for their respective disability categories. The matrices document the functions that persons with specific disabilities could, ideally, be expected to perform, and thus, their eligibility for paratransit.

A draft eligibility application and model guidelines containing the matrices were field tested at participating transit provider locations. Testing involved members of local disability organizations as well as the transit provider's paratransit operations personnel. Results of field tests were incorporated in the handbook for presentation in the pilot training session.

#### **Problems/Recommendations**

Our handbook provides paratransit operators with a tool to assist them in effectively and accurately making eligibility determinations for major visual, mobility, and cognitive disabilities. However, an equally significant problem faced by the transit provider is the self-assessment of the accessibility of their vehicles, facilities, and systems. We have included a section in the handbook to provide a procedure for completing this assessment.

The handbook contains numerous matrices organized by disability type and, within type, by trip segment. Though major sections are tabbed, it is cumbersome to use because of its size. A simpler and more time-effective way of accessing this information would be through the use of a data based installed on a personal computer and accessed through a menuing system developed to retrieve specific matrices.

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## ACKNOWLEDGEMENTS

KRW would like to express appreciation to the many individuals and organizations who contributed to the formulation of the model process for determining ADA paratransit eligibility presented in our handbook. We are grateful to Rosalyn Simon and Robert Carlson of Project ACTION for the opportunity to undertake this effort and for their insight and assistance throughout the course of the project.

We are particularly appreciative for the technical assistance provided by our team members over the course of the year long effort: Elga Joffee of the American Foundation for the Blind (AFB), working in the area of visual impairments; Dr. Steven Reger and his staff from the Cleveland Clinic Foundation (CCF), working in the area of mobility impairments; and Ann Haruki-Pinedo with The Arc, working in the area of cognitive impairments. Karen Alexander of Urbitran developed a directory of travel training resources that has been included in our handbook.

Our Steering Committee members provided invaluable assistance in the early stages of the project with their reviews, both formal and informal, of the conceptual model. Our genuine appreciation goes to Steering Committee members Rick Berkobien of The Arc, Tom Cox of the American Association of Retired Persons, Deborah Dubin Rosenberg of the American Public Transit Association, Ed Graves of the National Council on Independent Living Centers, Shawn McDermott of Paralyzed Veterans of America, Oral Miller of the American Council of the Blind, Tina Pursor of the National Council on Aging,

Ed Spurlock of WMATA/Metro Access, Scott Boegren of the Community Transportation Association of America, Jon Roth of the Southeastern Pennsylvania Transportation Authority, and Irv Chor of the Federal Transit Administration.

We would also like to acknowledge the assistance provided by various transit authorities and disability organizations and the critical role they played in evaluating the model process. We greatly appreciate the time and effort given by participating staffs at the Detroit Department of Transportation, who coordinated with Detroit Receiving Hospital Services for the Visually Impaired, and Upshaw Institute to provide individuals for field testing; Greater Cleveland Regional Transit Authority; Akron Metropolitan Regional Transit Authority; Dallas Area Rapid Transit Authority, who coordinated with Goodwill Industries to provide individuals for field testing; and Bridgeport Paratransit.

## **I. Introduction**

### **Statement of Need**

For the more than 500 public entities that are required to provide ADA paratransit services, the process of determining ADA paratransit eligibility for individuals with disabilities is a complex one. The problem of how to limit ADA paratransit eligibility to individuals whose disabilities do, in fact, prevent them from using fixed route systems is one that needs a solution that will be workable for both the transit industry and the disability community.

Enacted by Congress in 1990, the Americans with Disabilities Act (ADA) guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services, and telecommunications. The transportation provisions of the ADA are focused on acquisition of accessible vehicles by public and private entities, requirements for complementary paratransit service by public entities operating a fixed route system and provision of nondiscriminatory accessible transportation service.

Both ADA and the implementing transportation regulations published in the U.S. Department of Transportation's Final Rule, 49 CFR Parts 37 and 38, Transportation for Individuals with Disabilities, mandate that each public entity operating a fixed route system provide complementary paratransit service to individuals with disabilities that is comparable to the level of service provided to individuals without disabilities who use the fixed route system. The paratransit service is intended to complement the fixed route system in terms of area served and time of service. It is to serve strictly defined categories of individuals with



disabilities who are unable to utilize the available fixed route service. ADA and the DOT regulations also require that each public transportation provider establish a certification process for determining ADA paratransit eligibility for complementary paratransit.

To date, there are more than 500 public entities that are required to provide paratransit or special services, each of which has the common need to establish a fair and workable program for assessing ADA paratransit eligibility. They share the common overarching problem of how to limit ADA paratransit eligibility to only those individuals whose disabilities do, in fact, prevent them from using the existing fixed route systems. Eligibility programs that have evolved necessarily contain the following four basic elements:

- A program for assessing ADA paratransit eligibility
- An administrative process for program implementation
- A paratransit service delivery plan
- A program for scheduling the service

The last two elements listed, though nontrivial, are largely adaptations of existing service delivery programs and design and implementation of an automated scheduling capability for individuals who are conferred eligibility. The first two elements listed, then, represent the central problem facing transit industry professionals. Indeed, the program for assessing eligibility is the "what" portion of the problem and the administrative process for program implementation is the "how" portion.

Experience to date has shown that although most of the administrative processes developed by transit providers have been tailored to the requirements

in the DOT Final Rule, the procedures now used to administer these programs vary considerably. Likewise, the programs for testing for eligibility vary considerably, ranging from self-certification by the applicant to complex testing procedures performed by trained transit personnel assisted by physicians, pathologists, rehabilitation specialists, audiologists, optometrists, social workers and physical therapists.

In short, the 500-plus public agencies across the country that are required to provide paratransit or other forms of special service are largely independently solving the same problem in perhaps nearly 500 different ways. In recognition of this truly unnecessary and nationally wasteful approach to the common problem, Project ACTION identified it as a Category 1 ADA high impact project and the KRW Project Team has undertaken the effort to identify and document exemplary certification procedures and to develop and test a "model process" for determining ADA paratransit eligibility. As explained in the methodology presented in Section IV, Description of Solution, the exemplary procedures and the model process manifest themselves as practical tools in the form of a handbook that will serve as both a workbook and reference document for ADA complementary paratransit providers, and pilot training sessions to "get the word out" regarding the handbook.

#### **Primary Goal Statement**

In developing and testing a model process for determining ADA paratransit eligibility, KRW has sought to establish a program that is fair and workable for both the transit industry and the disability community. To that end, our handbook will assist transit properties in making functional assessments

based on the functional skills each person brings to the application process. With that philosophy as our basis, we have taken each of Project ACTION's stated goals for the project and addressed their accomplishment by defining specific objectives for each. Having defined the objectives for each goal, we were then able to develop our methodology for achieving those goals and objectives. The two primary goals set for the project were to:

- Strengthen the capability of ADA paratransit providers to make eligibility determinations for persons with a variety of disabilities by developing and disseminating guidelines or methodologies that can be used in making these determinations.
- Strengthen the capability of ADA paratransit providers to assess the travel training needs of persons with a variety of disabilities and to identify the training resources that may be required to provide the necessary skills for using fixed route services.

A description of the objectives established and incorporated in our workplan to accomplish the project's stated goals are presented in Section III, Project Goals and Objectives.

#### **Description of Target Populations**

Our primary target for the handbook and training sessions is the more than 500 public entities that are required to provide ADA paratransit services nationwide. Secondly, our handbook will have utility to disability organizations which may use the handbook as a tool to assist their constituencies in participating in ADA paratransit eligibility programs.

## Description of Cooperating Organizations

Achievement of the objectives of identifying, documenting, developing and testing a model process for determining ADA paratransit eligibility required a full understanding of the day-to-day problems encountered by:

- the transit industry in developing their paratransit eligibility programs,
- individuals with disabilities in participating in and complying with these programs, and
- disability organizations in assisting their constituencies in working with these programs.

The qualifications of our project team represented a union between transit provider and disability group interests. Our steering committee, identified earlier in the Acknowledgements, included qualified experts representing transit industry associations, paratransit providers, and disability organizations representing the visually impaired, hearing impaired, aging, mobility impaired, and cognitive impaired.

Transit and disability organizations also participated in the evaluation of the guidelines in live transit settings in Akron, Bridgeport, Cleveland, Dallas, and Detroit, working with transit operations personnel directly involved with making eligibility determinations. In most instances, the testing was coordinated with local disability organizations who scheduled individuals with specific disabilities to participate in the evaluations. Cooperating transit providers and disability organizations, included:



### Transit Providers

Detroit Department of Transportation

Greater Cleveland Regional Transit Authority

Akron Metropolitan Regional Transit Authority

Dallas Area Rapid Transit Authority

Bridgeport Paratransit

### Disability Organizations

American Foundation for the Blind

The Arc

Cleveland Clinic Foundation

Detroit Receiving Hospital Services for the Visually Impaired

Upshaw Institute

Dallas Goodwill Industries

### **Description of Transportation System and Level of Accessibility**

The degree to which transit providers had implemented ADA paratransit eligibility programs and their methods for doing functional testing and awarding trip-by-trip eligibility were elements that the project team wanted to determine early in the project. The team met with staff from the Federal Transit Administration and Department of Transportation Legal Counsel to review project methodology and solicit their help in identifying paratransit providers who currently provide functional eligibility testing. Our objective was to identify three to five transit providers each in the small, medium and large size categories.

Federal Transit Administration staff referred us to contractor personnel responsible for conducting reviews of updated paratransit plans. These

individuals provided the names and telephone numbers of from six to eight paratransit providers each in the small, medium and large size categories.

Detailed telephone interviews were conducted with the ADA contacts in twenty transit agencies. The interviews were taped with the permission of the interviewees. Copies of their ADA Paratransit Plans, applications and functional testing procedures were requested. We received materials from thirty of the transit providers interviewed. A list of those transit agencies who provided materials is found in Exhibit I-1, Paratransit Information Submissions. Copies of the materials were provided to each of our team members and these inputs, the "best practices" of the industry at the time, formed the early basis from which our efforts were begun.

## EXHIBIT I-1. PARATRANSIT INFORMATION SUBMISSIONS

Akron Metropolitan Regional Transit Authority  
Akron, OH

Basin Transit Service Transportation District  
Klamath Falls, OR

Bi-State Development Agency  
St. Louis, MO

Cambria County Transit Authority Rural Div.,  
Patton, PA; Urban Div., Johnstown, PA

Capital District Transportation Authority  
Albany, NY

Capital Metropolitan Transportation Authority  
Austin, TX

Central Ohio Transit Authority  
Columbus, OH

Chattanooga Area Regional Transportation  
Authority, CARTA CARE-A-VAN,  
Chattanooga, TN

Community Transit, Inc.  
York, PA

Greater Richmond Transit Company  
Richmond, VA

Indianapolis Public Transportation Corporation  
Indianapolis, IN

Lane Transit District, Special Mobility Services  
RideSource, Eugene, OR

Los Angeles County Metropolitan  
Transportation Authority, Los Angeles, CA

Madison Metro Transit System  
Madison, WI

Mass Transit Administration  
Baltimore, MD

Miami Valley Regional Transit Authority  
Dayton, OH

Municipality of Metropolitan Seattle  
Seattle, WA

NJ Transit  
Newark, NJ

Regional Transit Board  
St. Paul, MN

Regional Transportation Authority  
Chicago, IL

Regional Transportation District  
Denver, CO

Rogue Valley Transportation District  
Medford, OR

St. Cloud Metropolitan Transit Commission  
St. Cloud, MN

Southeastern Pennsylvania Transportation  
Authority  
Philadelphia, PA

Special Transportation Services  
Charlotte, NC

Spokane Transit  
Spokane, WA

Suburban Mobility Authority Regional  
Transportation, Detroit, MI

Sun Tran  
Tucson, AZ

Topeka Metropolitan Transit Authority  
Topeka, KS

Tri-County Metropolitan Transportation District  
of Oregon, Lift Program, Portland, OR

## II. Statement of Problem

### History of the Problem

The ADA guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services, and telecommunications. The transportation provisions of the ADA are focused on acquisition of accessible vehicles by public and private entities, requirements for complementary paratransit service by public entities operating a fixed route system, and provision of nondiscriminatory accessible transportation service. Both ADA and the implementing transportation regulations mandate that each public entity operating a fixed route system provide complementary paratransit service to individuals with disabilities that is comparable to the level of service provided to individuals without disabilities who use the fixed route system.

The June 1995 issue of Transit Connections estimated that the cost of providing ADA paratransit services to individuals with disabilities is \$1.1 billion per year, compared with a high estimate of \$665 million that was estimated by the Department of Transportation when the ADA became law in 1990. The article went on to quote an APTA study which found that 31% of those responding to its survey had made adjustments to their regular service, including reduced schedules, fare increases, and employee layoffs, to pay for paratransit programs. Another 29% of the respondents said they were considering such actions. Clearly, an eligibility determination process is needed which will limit



ADA paratransit eligibility to those individuals whose disabilities do, in fact, prevent them from using fixed route systems.

### **Description of Current State of the Problem**

The public entities that are required to provide paratransit or special services have the common need to establish a fair and workable program for assessing ADA paratransit eligibility and also share the common overarching problem of how to limit ADA paratransit eligibility to only those individuals whose disabilities do, in fact, prevent them from using the existing fixed route systems. Unfortunately, the 500-plus public agencies across the country that are required to provide paratransit or other forms of special service are largely independently solving the same problem in perhaps nearly 500 different ways.

The objective of this project is to develop and test a "model process" for determining ADA paratransit eligibility. Achievement of the objectives of identifying, documenting, developing and testing a model process for determining ADA paratransit eligibility required a full understanding of the day-to-day problems encountered by:

- the transit industry in developing their paratransit eligibility programs,
- individuals with disabilities in participating in and complying with these programs, and
- disability organizations in assisting their constituencies in working with these programs.

The following paragraphs summarize the problems of these three groups.

## The Transit Industry

The most common problems experienced by the transit industry in developing and administering ADA paratransit eligibility programs are: lack of industry standards, lack of technical resources, the incorrect interpretation of eligibility criteria, and the failure to tailor procedures to the provider's unique or special requirements.

Lack of Industry Standards. Many different methods of administering the eligibility certification process have been developed by transit providers across the country. These procedures vary from complex internal processes to general guidelines for contracting out the services. This range of administrative procedures can promote complexities in this national program which can be ineffective, inefficient, and difficult to understand for the individuals for whom the program was developed. The eligibility testing methods evaluated by KRW ranged from simple questions about the skills required to perform a function to complex questionnaires that must be completed and certified by medical professionals.

Although there are general requirements in the DOT Final Rule, the interpretation and implementation of those requirements vary significantly across the spectrum of transit providers. For example, one large transit provider's initial screening questionnaire requires over 70 entries based on judgements and interpretations that must be made by the applicant. Another transit provider poses questions based on out-of-date notions about people with mental retardation. Most of the questionnaires contain questions that attempt to distill the assessment of abstract skills into concrete "black and white" responses. One

normally asked question is "Can you recognize a destination or landmark?" One must ask, "In what context could a question like this possibly be answered?"

Lack of Technical Resources. Transit providers have neither the resources nor the specific technical skills available on staff to address the wide range of physical, cognitive, developmental, mental, medical and visual disabilities that must be considered in developing eligibility testing guidelines. Each disability area represents a specialization that is unique and, especially for many small or rural transit providers, not readily available. The baseline of information concerning developmental disabilities and vision impairments, for example, or the different types of mobility aids that individuals are using is constantly evolving. Even in large metropolitan areas, building a team of professionals covering all of these disciplines would be time consuming and expensive.

Incorrect Interpretation of Eligibility Criteria. The transit industry's concept of eligibility has universally been all-or-none. As with earlier 504 eligibility guidelines, if a person was certified, the person was eligible for all trips. Many of the plans we have reviewed simply ask the question "Is the individual eligible or not?" This concept is fortified by economic motives which equates to funds saved for every person who can be found to be ineligible.

By identifying functions and skills required by trip segment for major disability types, we have provided transit providers with an easy-to-apply system for determining whether an individual should be eligible for any access and whether that access should be unconditional, temporary or conditional. By providing guidelines that facilitate temporary and restricted eligibility, individuals

will receive needed services and transit providers will spend their scarce resources where they are genuinely needed.

"Right Solution, Wrong Problem". Administrative procedures and eligibility testing guidelines for transit providers must be tailored to the size and location of the property. Because the legislation applies to all transit providers, solutions have, for the most part, been developed by larger properties and have been shared with and adapted by medium and smaller providers. Because industry representation on the project team included small, medium and large providers, our administrative procedures and eligibility testing guidelines are universally applicable, regardless of size or geographic location.

#### **Individuals with Disabilities**

Our review of existing complementary paratransit plans identified three primary problems encountered by individuals with disabilities: incorrect testing guidelines, the lack of travel training, and the incorrect application of eligibility criteria.

Incorrect Testing Guidelines. Individuals with disabilities have often been tested for eligibility using guidelines that were developed along the "all-or-none" principle, without consideration for their restricted or temporary eligibility. Because our eligibility process has been developed for each disability on the basis of specific trip segments, transit providers have access to guidelines that allow them to correctly, quickly and effectively apply proper guidelines in assessing individuals for paratransit eligibility.

Need for Travel Training. The lack of information on travel training has prevented many transit providers from providing training to individuals that



would allow them to use fixed route service. An approach which has shown to have good success is the assistance by individuals with disabilities who have been successful in using fixed route service to train individuals with disabilities similar to their own. Successful travel training such as this could significantly reduce the demand on paratransit systems for many types of disabilities.

Incorrect Application of Criteria. Eligibility criteria have been interpreted very broadly to mean that the physical environment and architectural barriers may not be used to confer eligibility and many persons with disabilities and elderly individuals are deemed ineligible for paratransit. Even when considered, some plans insist that the barriers must prevent a person from using fixed route services without consideration of the combination of their disability with the barriers they may encounter. As with incorrect testing guidelines, because eligibility criteria will be dealt with on a disability and trip segment basis, our guidelines provide a model process. That process reflects an interpretation of the ADA eligibility criteria that has been rigorously analyzed and agreed upon by representatives from both industry and the disability community represented on our project team.

### **Disability Organizations**

Disability organizations have been very effective in achieving significant enabling legislation for their constituencies, evidenced by the paratransit eligibility provisions of the ADA. However, progress in realizing the full potential of these mandates can be enhanced by fuller cooperation between industry and disability organizations.

### Lack of Cooperation between Industry and Disability Organizations.

Disability organizations have typically played a very limited role in the development of complementary paratransit plans. In many cases they have been viewed as an adversary, often appearing "across the table" from the transit provider on issues having to do with transportation accessibility for their constituency. Disability organizations represent a significant resource in defining the capabilities of individuals with disabilities to use fixed route systems. Further, and perhaps more importantly, they understand and can provide valuable insights in defining the functional skills required to use fixed route transit and can provide information on training techniques and methods that can be used to teach individuals with disabilities to use fixed route services.

We feel that the combined efforts and cooperation of our project team and steering committee members from the transit industry and from disability organizations have addressed the problems described above and developed tools that provide workable solutions in the form of a model process for determining ADA paratransit eligibility.



### III. Project Goals and Objectives

In developing a methodology that would be responsive to Project ACTION's objective to develop and test a model process for determining ADA paratransit eligibility, we took Project ACTION's stated goals for the project and addressed their accomplishment by defining specific objectives for each. The objectives we set for each of the Project ACTION goals are presented in Exhibit III-1, Project Goals and Objectives. The objectives were incorporated in our project workplan as quantitative and measurable activities to be accomplished to achieve the stated goals for the project.



## EXHIBIT III-1. PROJECT GOALS AND OBJECTIVES

- Goal 1: Strengthen the capability of ADA paratransit providers to make eligibility determinations for persons with a variety of disabilities by developing and disseminating guidelines or methodologies that can be used in making these determinations.
  - Objective A: Define Disability Groups, Medical Diagnosis and Functional Classification
  - Objective B: Define Trip Segments and Accessibility Elements
  - Objective C: Define Functions Required by Disability Type to Travel each Trip Segment or to Negotiate each Element
  - Objective D: Define Skills Required by Disability to Travel each Trip Segment
  - Objective E: Develop Draft Guidelines for Functions, by Disability, for each Trip Segment, and Skills Required, by Disability, for each Trip Segment
  - Objective F: Field Test Guidelines
  - Objective G: Develop Prototype Guidelines
  - Objective H: Disseminate Materials
- Goal 2: Strengthen the capability of ADA paratransit providers to assess the travel training needs of persons with a variety of disabilities and to identify the training resources that may be required to provide the necessary skills for using fixed route services.
  - Objective A: Identify Training Requirements to Master Skills Required for each Disability
  - Objective B: Identify Available Training that Satisfies Requirements
  - Objective C: Identify Voids in Training that Need to be Filled
  - Objective D: Develop Listing of Available Training and Listing of Training Requirements
  - Objective E: Disseminate Materials

#### **IV. Description of Solution**

The KRW approach to developing a model process for determining ADA paratransit eligibility avoids medical diagnostic categories and focuses on the functional skills of each applicant. In keeping with the spirit of the ADA, it allows for and emphasizes the importance of evaluating the individual versus an "impairment." The process approaches the evaluation from a strengths and skills perspective. The following paragraphs summarize the methodology used by the project team in performing the study.

##### **Activities Undertaken and Completed**

Our strategy for performing the study included three preliminary tasks not called for in the original Project ACTION solicitation. The tasks were needed to "jump start" the effort to ensure that our approach could be carried out in the short period of time available to perform the project. The preliminary tasks described below were a critical element in our proposed methodology and formed the basis for accomplishing the solicitation-specified tasks.

Task A: Perform Preliminary Screening to Select Candidate Paratransit Providers. Immediately after receiving notification of approval to proceed from Project ACTION, project staff met with FTA staff and were provided contacts in firms who were reviewing paratransit plans for the FTA. These firms were called and were helpful in identifying transit providers of various sizes and regional distribution which had developed plans that would be beneficial for the team to review.

Using the information provided by FTA's plan review contractors and FTA Section 15 report data, we categorized the paratransit providers into small, medium, and large categories. Generally, these categories corresponded to rural, suburban, and urban service areas. To ensure that we had a representative sample without having to send questionnaires to all providers, an initial telephone survey was conducted to determine how the paratransit eligibility function was staffed (e.g., in-house staff or contracted out). A matrix was developed listing the name of the paratransit provider, its relative size, and the type of staffing.

Working from the above matrix, we consulted with FTA and APTA personnel familiar with the various paratransit plans. From their input we were able to further reduce the number of transit providers for additional data gathering to approximately 5 in each category of small, medium, and large that represented the most comprehensive eligibility testing.

Task B: Obtain Information on Paratransit Eligibility Criteria. Concurrent with Task A, project staff developed a brief questionnaire to gather base data required for the project. The questionnaire asked for information on the eligibility guidelines used by transit providers, the type of testing performed, whether or not trip-by-trip assessments are being made, and whether or not travel training was utilized for persons with disabilities. Telephone calls were made several days after the questionnaire was mailed and phone interviews were conducted with the contact person and the appropriate data collected.

Task C: Identify and Develop the Functions that must be Performed by Various Disabilities to Ride Fixed Route Transit and Match those Functions to the Functions that each Disability Can Perform. Building on our Total Trip/Trip Segment model, we defined the functions required to negotiate each accessibility element that must be traversed to make the trip. Our team members defined specific levels of visual, mobility, and cognitive disability by functional groupings. Functions that the person with each level of disability could perform were then defined and matched to the trip functions. This process enabled the team to develop a model which could later be used to match the functions that are required to negotiate a trip segment to the functions a person with a specific disability or functional capability should be able to perform.

The second step was to identify the functions required to ride fixed route transit. Our identification process used a structured approach that systematically addressed all of the trips individuals may take. Three categories of individual/trip interfaces were addressed:

- Individuals who can use fixed route transit but the desired trip segment is not accessible.
- Individuals who because of their disabilities cannot board, ride and/or disembark from a specific type of accessible vehicle.
- Individuals who have impairment-related conditions that prevent them from getting to or from a specific boarding or disembarking location.

Key words have been underlined in the above descriptions because they demonstrate that the total trip is made up of a series of trips or trip segments.

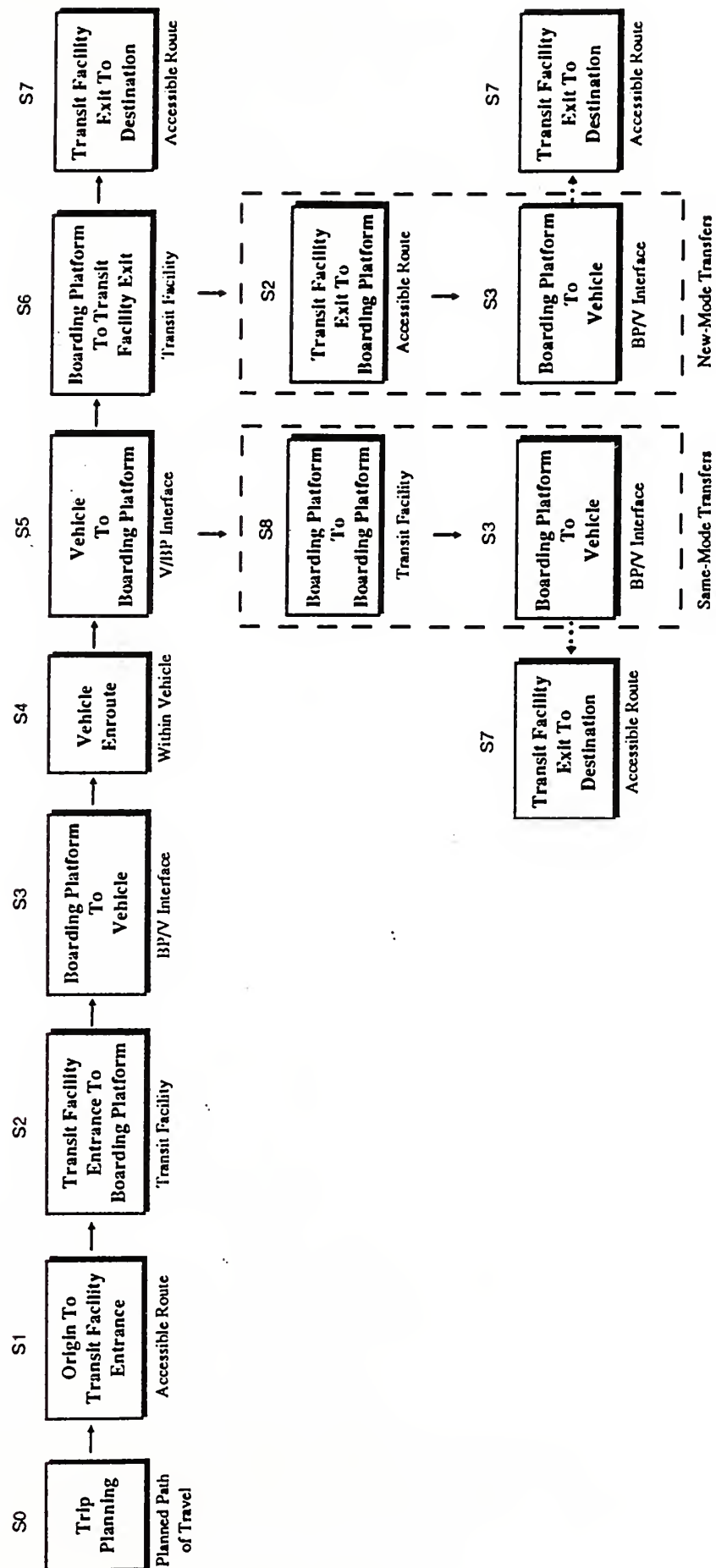


The long-held philosophy that if one segment of the total trip is not accessible or usable to a person, then the total trip must be made by paratransit is not correct. If there is a way to identify logical, accessible trip segments that are usable, then the person requesting the total trip can be provided that trip with a combination of fixed route service and paratransit. If this can be done, it will maximize the efficiencies and effectiveness of both the paratransit systems and fixed route systems, enabling the transit providers to make additional service available, with the same resources. Hence, our methodology addressed this complex issue - The Trip Segment.

The total transit trip was divided into a series of trip segments as shown in Exhibit IV-1. Each trip segment was further detailed to address the different "accessibility elements" that are encountered on each particular trip segment. These "accessibility elements" are the physical features that must be negotiated to complete a particular trip segment. Thus, we were able to analyze a complex total trip from a person's home, across the city to the person's place of work, and break that trip down into segments that are further subdivided into quantifiable "accessibility elements". Each element was then addressed when identifying functions that must be performed to make the trip via fixed route service. The approach also allowed us to look at the "accessibility elements" for various vehicles that could be involved in the trip because the model addressed the types of vehicles used on fixed route service, as a trip segment.

To summarize our approach, a series of disability levels were developed identifying the functional capabilities of the most common visual, mobility, and cognitive disabilities. For each level of disability we identified the functions that

EXHIBIT IV-1. TOTAL TRIP/TRIP SEGMENT MODEL



the person could perform with standard assistive devices or mobility aids.

Parallel to this activity, we defined the total trip, breaking it into its component segments, and further defined each segment into accessibility elements. For each accessibility element, we defined the functions required to "negotiate" that accessibility element.

After we had defined the functions that the person could perform and the functions required to negotiate a specific accessibility element, we were able to match each accessibility element encountered along a trip segment with the functional capability of the individual with a specific disability to navigate that element. Thus, we were then able to develop a set of matrices for each level of disability on a trip segment basis, giving us the basis for a model process that can mix and match a series of trip segments made by any combination of vehicles arriving and/or departing from any combination of facility and boarding platforms. An example of a matrix, completed for each disability type, is shown in Exhibit IV-2. With this model, the transit provider can structure any trip, assess the functions that are required to make that trip against the functions the person with a given level of disability is able to perform, identify those trip segments where functions cannot be performed, and: (1) restructure the trip using a combination of fixed route and paratransit service, or (2) identify physical adjustments that could be made to the facilities or vehicles or to the persons' mobility aids or assistive devices that would allow the use of a total trip via regular fixed route service, or (3) identify specific training that could be provided to teach the person or the transit provider the skills required to perform the required functions.

# EXHIBIT IV-2. SAMPLE MATRIX

## S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM

### VISUAL - LEVEL 1

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	N/A	N/A						N/A	
Aisle		Width			Protruding Objects	Surface			
		N/A			B	N/A			
Stairs	Step Size				Open Risers			Nosings	Hand Rails
	N/A				C			B	B
Ramps	Slope	Width		Landings	Length	Surface		Edge Protection	Hand Rails
	N/A	N/A		B	N/A	N/A		B	B
Walks	Slope	Width		Passing Space	Protruding Objects	Surface			
	N/A	N/A		N/A	B	N/A			
Curbs	Height	Curb Ramps				Surface			
	B	B				B			
Platform Area	Location	Width			Length	Surface		X Slope	
	B	N/A			N/A	N/A		N/A	



# EXHIBIT IV-2. SAMPLE MATRIX (Cont.)

## S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM

### MOBILITY - LEVEL 1

ELEMENT		ACCESSIBILITY FACTORS									
Door	Entrance/Exit Approach Area	Width							Opening Force		
	A	A							C		
Aisle		Width					Protruding Objects	Surface			
		A				A		A			
Stairs	Step Size						Open Risers		Nosings	Hand Rails	
	C						N/A		N/A	N/A	
Ramps	Slope	Width					Length	Surface	Edge Protection	Hand Rails	
	A	A				A		A	A	N/A	
Walks	Slope	Width					Protruding Objects	Surface			
	A	A				A		A			
Curbs	Height	Curb Ramps						Surface			
	A	A						A			
Platform Area	Location	Width					Length	Surface	X Slope		
	A	A				A		A	A		

**EXHIBIT IV-2. SAMPLE MATRIX (Cont.)**  
**S2 - TRANSIT FACILITY ENTRANCE TO BOARDING PLATFORM**

COGNITIVE - LEVEL 1

ACCESSIBILITY FACTORS									
ELEMENT	Entrance/Exit Approach Area	Width						Opening Force	
Door	A	A						?for elderly	
Aisle		Width			Protruding Objects	Surface			
		A			A	A			
Stairs	Step Size				Open Risers			Nosings	Hand Rails
	A				A			A	A
Ramps	Slope	Width		Landings	Length	Surface		Edge Protection	Hand Rails
	A	A		A	A	A		A	A
Walks	Slope	Width		Passing Space	Protruding Objects	Surface			
	A	A		A	A	A			
Curbs	Height	Curb Ramps				Surface			
	A	A				A			
Platform Area	Location	Width			Length	Surface		X Slope	
	A	A			A	A		A	

Task 2: Develop Guidelines for Assessing the Functional Skills and Capabilities of Persons with a Variety of Disabilities in Independently Boarding, Riding, and Disembarking Fixed Route Vehicles, and Travelling to and from Bus and Rail Stops. Using our model as the "standard", we reviewed the assessment process used by transit providers to determine the functional skills and capabilities for the three categories of Individual/Trip interface:

- Individuals who can use fixed route transit but the desired trip segment is not accessible.
- Individuals who, because of their disabilities, cannot board, ride and/or disembark from a specific type of accessible fixed route transit vehicle, and
- Individuals who have impairment-related conditions that prevent them from getting to or from a specific boarding or disembarking location.

Further, we reviewed the functions and skills being used by the transit providers against those functions and skills we had developed to determine if we had, in fact, covered all scenarios. Adjustments were made to the model based on our review.

Task 3: Field Test Functional Guidelines. The paratransit eligibility application, matrices, and evaluation procedures were tested at five transit properties: Bridgeport, CT, Detroit, MI, Dallas, TX, Akron, OH, and Cleveland, OH. Testing involved constituents of local disability organizations and the transit provider's paratransit operations staffs. The American Foundation for the Blind tested 27 applicants who had previously been assessed by Bridgeport Paratransit

for ADA paratransit eligibility. The testing changed the applicants' eligibility from "permanent unconditional" to "conditional." In Detroit, nine applicants who previously had been found by DDOT to be permanently unconditional, were found to be conditionally eligible using the model.

In Akron, the Cleveland Clinic Foundation tested 25 applicants who had been tested previously by the Akron Metropolitan Regional Transit Authority (AMRTA). The results were in full agreement with the determinations made by AMRTA. In Cleveland, CCF tested 25 applicants previously tested by the Greater Cleveland Regional Transit Authority (GCRTA). The results of the testing showed major agreement with the determinations made by GCRTA.

The Arc performed field testing with the cooperation of the Dallas Area Rapid Transit Authority (DART) paratransit operations staff. Six applicants who had already been assessed by DART were tested. The results of the testing validated the utility of the Arc's functional levels and agreed with the DART assessments.

#### Task 4: Identify and Describe Alternative Travel Training Activities.

Chapter 4 of the handbook, Travel Training, provides travel training guidance to transit providers and a directory of travel training resources. The team contacted a broad sample of national and local organizations, including agencies that provide travel training, professional organizations, and information clearinghouses to compile a list of resources available for creating or supplementing a transit training program. The directory provides a description of each organization, its address, and phone number.



Task 5: Prepare Handbook. Utilizing the information obtained and developed in previous tasks, we have prepared a handbook which can serve as both a training tool and a stand-alone reference guide. It contains: instructional guidelines for paratransit providers for assessing functional skills and capabilities required by persons with a variety of disabilities to independently travel via fixed route transit; trip segment matrices; sample application form; worksheets to be used for determining eligibility, and a glossary of terms used in the handbook.

Task 6: Prepare Facilitator's Guide. A technique KRW has used that has been quite successful is to incorporate in the handbook the information needed for the facilitator's guide. This was done by incorporating into the handbook the instructions that provide the user with the additional information required to complete an application in a step-by-step progression, either in a training environment or in an actual assessment.

Task 7: Provide Pilot Training Session. A pilot training session was conducted at the APTA management conference in Pittsburgh, Pennsylvania on April 3, 1995, for an audience of approximately 60 participants. Overviews were also presented to smaller numbers of participants at an APTA conference in Boston, Massachusetts on September 28, 1994, and at a CTAA conference in Portland, Oregon, on May 25, 1995.

#### **Summary of Major Milestones**

The methodology described in our proposal was revised based on comments received in the initial meeting with FTA and DOT staff. Building on our Total Trip/Trip Segment model, shown in Exhibit IV-1, we broke the total

trip into trip segments, and further defined each trip segment by its accessibility elements.

For each of the trip segments, we identified the potential "elements" which must be "negotiated" to complete that segment of the trip. These elements generally correspond to the elements in ADAAG and the DOT Vehicle Standards. After listing the elements that an individual must negotiate to complete a particular segment of the trip, we identified the "accessibility factors" associated with each of the elements. The accessibility factors are, in effect, defined by the ADA standards, if there is a standard for the factor. This information was captured on a trip segment matrix.

Working with the eligibility matrices, team members identified a total of twenty disability types (nine visual, eight mobility, and three cognitive) and developed preliminary trip segment matrices for their respective disability population, documenting the functions that persons with specific disabilities can perform. The preliminary matrices were reviewed by our Principal Investigator and a revised base matrix was developed which included all additions/changes identified by team members. The revised base matrices were returned to each of the team members for review and completion.

A Steering Committee meeting was held on September 8, 1994, at APTA Headquarters in Washington, DC. During the meeting, Steering Committee members were briefed on the status of the project and development of paratransit applications and eligibility matrices by each team member. Excellent input was received from the attendees who represented the transit industry and disability community. Overall response to our approach and progress, to date, by

disability community. Overall response to our approach and progress, to date, by both groups was very positive.

An overview of the project was presented at the APTA Conference in Boston. The presentation was well received by the 50 or so attendees who sat in on the session.

Team members field tested the paratransit eligibility application and evaluation procedures at five transit properties: Bridgeport, CT, Detroit, MI, Cleveland, OH, Akron, OH, and Dallas, TX. Testing involved both members of the local disability communities as well as members of the transit provider's paratransit operations. The American Foundation for the Blind tested 27 applicants who had previously been assessed by Bridgeport Paratransit. The testing changed the applicants' eligibility from "permanent unconditional" to "conditional." In Detroit, nine applicants who previously had been found by DDOT to be permanently unconditional, were found to be conditional, using our model.

In Akron, the Cleveland Clinic Foundation tested 25 applicants who had been tested previously by the Akron Metropolitan Regional Transit Authority (AMRTA). The results were in full agreement with the determinations made by AMRTA. In Cleveland, CCF tested 25 applicants previously tested by the Greater Cleveland Regional Transit Authority (GCRTA). The results of the testing showed major agreement with the determinations made by GCRTA. Based on an analysis of the results, paratransit applications and eligibility matrices were revised as necessary and consolidated for inclusion in the handbook.

The Arc performed field testing at the Dallas Area Rapid Transit Authority (DART). Six applicants who had already been assessed by DART were tested. The results of the testing validated the utility of the functional levels and agreed with the DART assessments.

### **Replicable Program Model/Techniques**

The model will have national benefit. It can be used by transit providers throughout the country so that they can utilize the functions and skills identified to make eligibility determinations. This benefits the transit providers because they do not have to "re-invent the wheel." The model benefits the disabled community because it promotes some form of standardization throughout the transit community (i.e., the application of the functions and skills required by individuals with various disabilities will have some standardization).

The products from this project can be replicated through a series of regional training courses, or if desirable, through a mass mailing of the handbook to all identified paratransit providers.

### **Products**

The development and testing of the model process resulted in the creation and delivery of the following products:

- Trip segment matrices describing the functional evaluation factors for specific disabilities (nine visual, eight mobility, and three cognitive).



- Handbook containing:
  - Instructional guidelines for paratransit providers for assessing functional skills and capabilities required by persons with a variety of disabilities to independently travel via fixed route transit.
  - Trip segment matrices.
  - Sample application form.
  - Worksheets to be used for determining eligibility.
  - Glossary of terms.
- Pilot training session conducted at the APTA conference in Pittsburgh, PA.
- Overview presentations at select conferences, including an APTA conference in Boston, MA, and CTAA conference in Portland, OR.

## V. Discussion of Outcomes

Our objectives for this project and the handbook that has resulted were straightforward. The primary goal was to strengthen the capability of ADA paratransit providers to make eligibility determinations for persons with a variety of disabilities by developing and disseminating guidelines or methodologies that can be used in making these determinations. To achieve this goal, it was necessary to accomplish the following tasks:

- Define disability groups and functional classifications
- Define trip segments and accessibility elements
- Define functions required by disability type to travel each trip segment and to negotiate each element
- Define skills required by disability to travel each trip segment
- Develop draft guidelines for functions, by disability, for each trip segment, and skills required, by disability, for each trip segment
- Field test guidelines
- Develop prototype guidelines
- Disseminate materials

A secondary goal was to provide ADA paratransit providers with a resource that would identify training resources available to develop the skills necessary for individuals with disabilities to use fixed route services.

The following tasks were accomplished to achieve that goal:

- Perform industry survey to identify available training resources
- Develop list of transit-oriented training resources
- Incorporate materials in handbook

The accomplishment of these major goals has culminated in the development of a handbook which provides the tools needed by transit providers to determine paratransit eligibility using the functional capabilities of the individual and matching those functional capabilities to the specific elements that must be negotiated for a specific trip. The handbook also provides a directory of travel training resources from which transit providers can gather information, or to which they can refer individuals for help in acquiring the basic skills needed to become transit-ready.

### **Recommendations**

The model we have described is well suited for application on an Expert System Data Base, which could be loaded with base data on the functional skills of each paratransit applicant and the particular fixed route system characteristics of that transit provider. Once particularized for a transit provider's system, the Expert System can be used to screen and test new applicants for paratransit eligibility. It can also be used to select the most cost effective combination of fixed route and paratransit for those individuals who are eligible for paratransit service.

## **VI. Evaluation**

As development of the model process evolved, specific assessments were made at key points in the project schedule to ensure that the established goals were fully addressed.

### **Formal Evaluation Activities**

We conducted several formal activities to evaluate the response to our model process. The activities included:

- Field test evaluation
- Training session evaluation

Field Test Evaluation. The paratransit eligibility application, matrices, and evaluation procedures were tested at five transit properties: Bridgeport, CT, Detroit, MI, Akron, OH, Cleveland, OH, and Dallas, TX. Testing involved constituents of local disability organizations and the transit provider's paratransit operations staff. The American Foundation for the Blind tested 27 applicants who had previously been assessed by Bridgeport Paratransit for ADA paratransit eligibility. The testing changed the applicants' eligibility from "permanent unconditional" to "conditional." In Detroit, nine applicants who previously had been found by DDOT to be permanently unconditional, were found to be conditionally eligible using the model.

In Akron, the Cleveland Clinic Foundation tested 25 applicants who had been tested previously by the Akron Metropolitan Regional Transit Authority (AMRTA). The results were in full agreement with the determinations made by AMRTA. In Cleveland, CCF tested 25 applicants previously tested by the



Greater Cleveland Regional Transit Authority (GCRTA). The results of the testing showed major agreement with the determinations made by GCRTA.

The Arc performed field testing with the cooperation of the Dallas Area Rapid Transit Authority (DART) paratransit operations staff. Six applicants who had already been assessed by DART were tested. The results of the testing validated the utility of The Arc's functional levels and agreed with the DART assessments.

Training Session Evaluation. Training sessions were presented at the APTA Transit Management Conference in Pittsburgh on April 2, 1995, and at the CTAA Expo '95 in Portland on May 25, 1995. A training session evaluation was recorded by participants at the APTA management conference. An evaluation form, prepared by CTAA, was presented to participants at all workshops and presentations at the transportation conference in Portland. However, as of the date of this submission, no information on the results of the evaluation have been received by KRW.

## VII. Summary

KRW has developed an ADA paratransit eligibility determination model that evaluates the functional capability of individuals with a wide range of visual, mobility, and cognitive disabilities to negotiate each of the segments of a total transit trip. The model documents the capability of individuals to navigate each of the potential barriers cited in the ADA Accessibility Guidelines (ADAAG). The information is displayed as a series of matrices that define the functions individuals with each disability can perform.

The project has included the full involvement of both disability organizations and transit providers in the development and testing of guidelines that can be used by paratransit providers to assist in making eligibility determinations for individuals with most major types of disabilities. The project team, composed of researchers from the American Foundation for the Blind, the Cleveland Clinic Foundation, and The Arc, identified the functional skills required by individuals with various disabilities to perform specific tasks required to successfully complete each segment of a total fixed route transit trip. The accessibility elements in each trip segment have been defined in terms of ADAAG and provide a baseline for assessing an individual's functional capability to access ADA-compliant transit vehicles, facilities, and systems.

The model has been incorporated in a handbook designed to assist transit providers in the complex process of determining ADA paratransit eligibility for individuals with disabilities. Paratransit providers may find this model especially useful for determining conditional and trip-by-trip eligibility. The functional

criteria used to assess the eligibility of an applicant has been organized in matrices for each trip segment and incorporated in the handbook, which also contains a sample application and guidelines for applying the criteria, as well as a directory of travel training resources.

## VIII. Products

The development and testing of the model process resulted in the creation and delivery of the following products:

- Trip segment matrices describing the functional evaluation factors for specific disabilities (nine visual, eight mobility, and three cognitive).
- Handbook containing:
  - Instructional guidelines for paratransit providers for assessing functional skills and capabilities required by persons with a variety of disabilities to independently travel via fixed route transit.
  - Trip segment matrices.
  - Sample application form.
  - Worksheets to be used for determining eligibility.
  - Glossary of terms.
- Pilot training session conducted at the APTA conference in Pittsburgh, PA.
- Overview presentations at select conferences, including an APTA conference in Boston, MA, and CTAA conference in Portland, OR.









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